

# The BUSINESS EDUCATION World

## CONTENTS

|   |                               |     |
|---|-------------------------------|-----|
| Should Students Rate Their Instructors? ..        | Carlton A. Pederson           | 663 |
| A Comparison of Transcription Speeds .....        | Anne Corcoran                 | 667 |
| Business Education in War Time .....              | Alice Sterenberg              | 672 |
| School Activities for Victory .....               | A B.E.W. Feature              | 675 |
| The Snatch Stroke in Typewriting .....            | Blackstone and Sills          | 678 |
| The Counting House .....                          | Bookkeeping, Mathematics, Law | 680 |
| A Project for All Bookkeeping Students .....      | Milton Briggs                 | 682 |
| The Arithmetic of Social Security .....           | R. Robert Rosenberg           | 685 |
| Take Your Law Class to Court .....                | H. G. Enterline               | 689 |
| The Classified Statement of Profit and Loss ..... | Max Broder                    | 690 |
| Introducing the Installment Buying Formula .....  | J. P. Bromley                 | 691 |
| School Paper Suggestions .....                    | Dorothy M. Johnson            | 694 |
| A Study of Prognosis in Shorthand .....           | Marsdon A. Sherman            | 696 |
| Conservation Taught in General Business .....     | Agnes L. Schmidt              | 699 |
| Co-operative Secretarial Training .....           | William E. Haines             | 703 |
| B.E.W. Transcription Projects for April .....     | Rhoda Tracy                   | 706 |
| John Harris High School Goes to Work .....        | Sidney and Mary Edlund        | 709 |
| Is the Customer Always Right? .....               | Marion M. Lamb                | 713 |
| Fraternities in Education, Part 4 .....           | Marian W. Speelman            | 715 |
| Some Definitions in Education .....               | Lloyd L. Jones                | 717 |
| Wondering and Wandering .....                     | Louis A. Leslie               | 719 |
| General Business Quiz No. 5 .....                 | Dwight H. Dilley              | 721 |
| On the Lookout .....                              | Archibald Alan Bowle          | 722 |
| I Didn't Know! .....                              | Lee Benham Blanchard          | 725 |
| The Lamp of Experience .....                      | Harriet P. Banker             | 731 |
| B.E.W. Summer School Directory .....              | Readers Service Bureau        | 733 |
| Shorthand and Typing Interschool Test Material .. | A. A. Bowle                   | 739 |
| Your Professional Reading .....                   | Jessie Graham                 | 741 |
| Audio-Visual Aids .....                           | Lawrence Van Horn             | 744 |
| A Self-Test for Students .....                    | Anna Bunker                   | 745 |
| Shorthand Dictation Material .....                | The Gregg Writer              | 747 |

LIBRARY ROOM  
GENERAL LIBRARY  
UNIV. OF MICH.



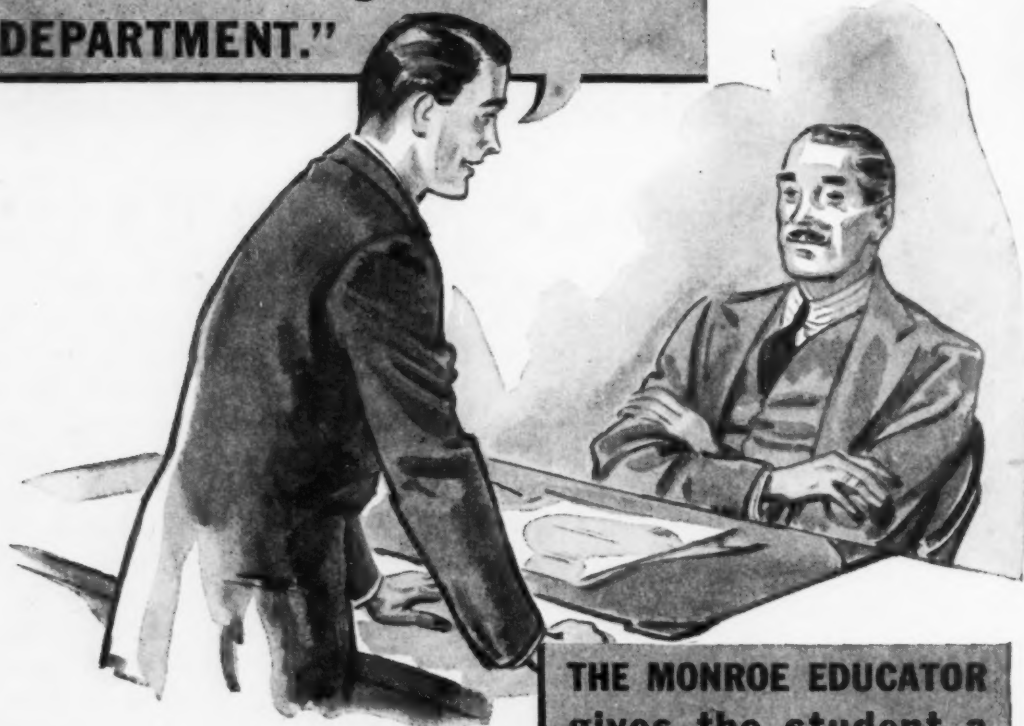
VOL. XXII

No. 8

\$2 a Year

APRIL  
1942

**"HONESTLY, I can thank that  
calculating machine course in school  
for this chance to get into the COST  
DEPARTMENT."**



**THE MONROE EDUCATOR  
gives the student a  
head start in business**

The young men and women who learn Monroe operation in school enter business with a head start. They have more chance for quick promotion, for they have a practical working knowledge of the very machines they find in the offices, stores and factories where they are employed—and they have a sound background in business arithmetic.

The Monroe Educator is a regular Monroe Adding-Calculator made for schools, and sold to schools only at a special price to fit school budgets. For complete information about the Educator and the Monroe Office Practice Courses, call your local Monroe Branch, or write the Educational Department.



**MONROE CALCULATING MACHINE COMPANY, INC.**

**EDUCATIONAL DEPARTMENT, ORANGE, NEW JERSEY**

## Should Students Evaluate the Effectiveness of Instructors?

CARLTON A. PEDERSON

THE most common method of measuring the effectiveness of salesmen and sales managers is by looking at their dollar sales or gross profits. Many of the more progressive business concerns have gone a step further and have developed rating charts as a means of evaluating their salesmen. In some cases, the various qualities rated are given different weights according to their importance.<sup>1</sup> Most of the business firms that are using these rating scales are very well satisfied with them.

In the rating of high school and collegiate instructors, there is no tangible measuring stick such as dollar sales or gross profits. Various attempts have been made to evaluate classroom instruction scientifically. The majority of these attempts have been successful, but the movement has never gained real momentum.

Many studies have been made in which administrators were asked to check the sources they used in evaluating faculties. Most of these studies reported that the department heads were largely responsible for faculty ratings.<sup>2</sup> How, then, do the department heads rate each individual instructor? There seems to be no set degree of stand-

ardization between any two institutions or, for that matter, between any two departments within an institution. The most frequently used sources for rating include the following:

1. Number and character of publications by instructor.
2. Classroom visits by department head.
3. Reports from outside contacts.
4. Study of examination questions.
5. Use of standard tests.
6. Additional experience or training acquired.
7. Judgments of faculty associates.
8. Reports of students while in conference with the department head.
9. Students' ratings systematically and scientifically gathered.
10. Membership and activity in service clubs.
11. Membership in honorary societies and service on committees.<sup>3</sup>

<sup>1</sup> Robert N. McMurray, "Can Aptitude Tests Guide Us in Picking Men for Promotion?" *Sales Management*, May 15, 1940, p. 48.

<sup>2</sup> L. Detchin, "Shall the Student Rate the Teacher?" *Journal of Higher Education*, 11:146-53, 1940.

See also H. R. Douglass, "Rating the Teaching Effectiveness of College Instructors," *School and Society*, 28:192-97, 1928.

<sup>3</sup> W. R. Wilson, "Students Rating Teachers," *Journal of Higher Education*, 3:75-82, 1932. The first nine sources are taken from Wilson's study. Numbers 10 and 11 are my own additions.

It is not the purpose of this article to discuss and evaluate each of the above sources as a measuring stick in rating the effectiveness of the instructor. I believe that no great emphasis should be placed on any *one* source, whether it be student ratings, ratings of colleagues, or any other single rating or kind of data.

I do feel, however, that students' ratings of instructors have been underestimated in determining the total effectiveness of instruction. Emphasis has been placed upon the number of publications rather than on the true effectiveness of instruction itself. The mere fact that an instructor has written a book during the year does not necessarily mean that he has become a more effective instructor. He may have been neglecting his teachings. If he does a great amount of research work, he may tend to talk over the heads of the average students.

Instructors who find time to do research work are contributing much to the advancement of education. They should remember, however, that *their major function is that of teaching students*. In my opinion, the best single source of information as to whether the instructor has done a good job of teaching or not is his students.

### Arguments for Student Ratings

Many articles have been written about student ratings of instructors. A review of these studies reveals some interesting arguments for and against student ratings. The following summary includes the most frequently mentioned arguments on both sides.

Arguments in favor of student ratings of instructors:

1. This type of rating brings out points of which the teacher is not aware. (Wilson illustrates this point as follows: "A distinguished scholar, dissatisfied with the ratings

<sup>\*</sup>*Ibid.*, p. 80.

<sup>\*</sup>First eight points are adapted from R. C. Bryan, "A Study of Student Ratings of College Teachers," *Educ. Adm. Sup.*, 19:290-306, 1933. The ninth point is my own.

<sup>\*</sup>M. Orlie Clem, "Syracuse University," *School and Society*, 31-96, 1930. See also L. Detchin, "Shall the Student Rate the Teacher?" *Journal of Higher Education*, 11-148, 1940.

CARLTON A. PEDERSON is an instructor in commerce at San Jose (California) State Teachers College. He has degrees from the University of North Dakota and the University of Southern California and is studying toward the Ph.D. at Stanford. He formerly worked for Nash Finch, wholesale grocers, in Minneapolis. Student placement and retail co-operative programs interest him professionally; in his spare time, he plays golf. He is a member of Pi Omega Pi, a national collegiate fraternity in business education.



that he received from a large beginning class, complained that he was casting pearls before swine. The mature visitor doubtless would have agreed. But does the wise swineherd continue to lavish pearls upon his charges after he has found that the diet cannot be assimilated?"<sup>4</sup>

2. It takes some conceit out of certain teachers.
3. It gives the teachers training in taking criticisms.
4. It serves as a powerful incentive toward the improvement of instruction.
5. Student ratings give information that you cannot get any other place. (It is impossible for the mature rater to rate the effect of instruction on the student.)
6. The influence of student opinion on department heads has been widely recognized. This student opinion should therefore be scientifically measured.
7. Student ratings are quickly and easily obtained and are very inexpensive.
8. Supervisors can use this information.
9. Student ratings tend to encourage a better teacher-student relationship.<sup>5</sup>

### Measuring by Student Response

In support of student ratings, one writer says: "When my ultimate success as a teacher is written in the eternal book, it will not be in terms of vague character ratings of other members of the craft but in terms of how students have responded to me."<sup>6</sup>

W. D. Armentrout, vice-president of Colorado State Teachers College, emphasizes the value of student ratings in that they encourage growth on the part of instructors. He points out that many members of his faculty have had successive annual ratings by



students. In every case there has been a definite improvement in the ratings from one year to the next.<sup>7</sup>

### Opposed to Student Ratings

Arguments against student ratings of instructors:

1. It is claimed that students are not competent judges of effective instruction because:
  - a. A teacher may present erroneous facts or ideas to the students. The students are unable to recognize the falsity of these facts and ideas.
  - b. The students do not appreciate the value of student activity.
  - c. The things that please the majority of students may not contribute to the best teaching.
  - d. Students are young and therefore tend to make snap judgments. (This argument against student ratings is directed especially at ratings by high school students.)
2. The validity of ratings may be affected by:
  - a. Low grades. (On this point studies seem to differ somewhat. Remmers claims that the correlation between low grades of students and low ratings is almost zero.<sup>8</sup> Morris arrives at the same conclusion.<sup>9</sup> Slarrak also holds that the ability of the student does not seem to affect the rating.<sup>10</sup> Root, on the other hand, found that when rating such qualities as fairness in testing and grading, the poor student showed a decided tendency to grade low on these qualities.<sup>11</sup> The evidence seems to indicate that the validity of total student ratings is not seriously affected by low grades.)
  - b. Fondness or dislike for the instructor. (This tendency of raters to allow their general reaction toward a person to influence their ratings on individual characteristics is known as the "halo" effect. This, of course, is one of the weaknesses of all rating scales.)
  - c. The amount of work required.
  - d. The interest in the subject.
  - e. The difficulty of the subject.
  - f. The length of time that the student has known the instructor. (Very little information is available on these last five items. There is need for research in this field.)
3. It is felt by many that student ratings may tend to break down faculty morale.<sup>12</sup>

Mr. Armentrout has an interesting contribution on this point. In discussing the attitude of the faculty of his institution toward student rating scales, he says:

Our experience after six years shows that they (the faculty) will not only "stand for" but welcome student ratings. The attitude of our pres-

ent faculty is, "If you can show us a better way to teach, we want to know it."<sup>13</sup>

Dr. Fraser, president of Colorado State Teachers College, in commenting on the attitude of faculty members toward student ratings, said:

In our many years of experience with the Purdue Student Rating Scale, we have found that almost without exception the faculty members who oppose the use of the scale are the ones who receive the lowest ratings.<sup>14</sup>

There are, then, strong arguments both in favor of and against the use of student ratings of instructors. In my opinion, the arguments in favor of such ratings are much stronger. I feel, however, that student ratings should be used primarily for the benefit of the individual instructors rather than as an administrative device for judging and promoting the faculty.

### Desirable Qualities

Many studies have been made to determine what qualities students think the effective instructor should possess. Most of these studies have reported rather similar results.

After these studies were reviewed, a check list including twenty qualities was given to 250 students at San Jose State College. The students were asked to check the items in order of their importance as 1, 2, 3, etc. The students listed the following qualities as the most important:

<sup>7</sup>W. D. Armentrout, "Improving College Teaching by Consulting the Consumers," *School Executive Magazine*, 51:476-77, 1932.

<sup>8</sup>H. H. Remmers, *The College Professor As the Student Sees Him*, Purdue University Studies in Higher Education. XI, Vol. 29, No. 6, 1929, p. 63.

<sup>9</sup>J. L. V. Morris, *Student Rating of Teachers*, Northwestern State Teachers College, 1928, Mimeo., 7pp.

<sup>10</sup>J. A. Slarrak, "Student Rating of Instruction," *Journal of Higher Education*, 2:388-96, 1931.

<sup>11</sup>A. R. Root, "Student Ratings of Teachers," *Journal of Higher Education*, 2:311-15, 1931.

<sup>12</sup>Most of the arguments for and against student rating of instructors have been adapted from R. C. Bryan, *op. cit.*, p. 290-306. His summary seems to be very complete.

<sup>13</sup>W. D. Armentrout, *op. cit.*, p. 477.

<sup>14</sup>Class lecture, Stanford University, February 27, 1941.

| Order | Quality                              | Times Mentioned First |
|-------|--------------------------------------|-----------------------|
| 1.    | Personality .....                    | 49                    |
| 2.    | Interest in students .....           | 37                    |
| 3.    | Presentation of subject matter ..... | 36                    |
| 4.    | Competence in field .....            | 20                    |
| 5.    | Enthusiasm .....                     | 17                    |
| 6.    | Sense of humor .....                 | 13                    |

The results of our study were similar to previous studies of this kind. Since there is such widespread agreement concerning the most desirable qualities that the effective instructor should possess, the next step is to measure the degree to which each instructor possesses these qualities. This may be accomplished through the use of a carefully planned rating scale.

### *The Purdue Rating Scale*

Remmers and Brandenburg have developed a complete rating scale of ten separate qualities. The student rates the instructor on each of the following qualities and also compares the instructor with other faculty members.

1. Interest in subject.
2. Sympathetic attitude toward students.
3. Fairness in grading.
4. Liberal and progressive attitude.
5. Presentation of subject matter.

## Frequency of Occurrence of Business Terms

RUSSELL A. PERRIGO, of Huntington High School, Huntington, Indiana, has made a study of the frequency of occurrence of business terms, with a view to instructing business students in the meaning and use of the terms most often used.

Mr. Perrigo based his findings on the business terms found in twelve business journals, representing various commercial fields and industries. He then compared the terms found in the study with those in certain textbooks used in high schools. A check of glossaries and indices of the books indicated that more than 70 per cent of the high-frequency words of the vocabulary study were not to be found.

Mr. Perrigo believes that a study of the more widely used business terms in the shorthand, typing, bookkeeping, and office-practice classes of high schools and business schools would familiarize the students

6. Sense of proportion and humor.
7. Self-reliance and confidence.
8. Personal peculiarities.
9. Personal appearance.
10. Stimulating intellectual curiosity.

The Purdue Rating Scale has been used rather extensively by both administrators and individual faculty members. In my opinion, the use of this scale provides an excellent opportunity for the instructor to examine himself and his instruction as seen by the student. Ratings should be given at least once a year so that the instructor may compare his present rating profile with his previous profiles. If he is consistently weak in one quality, something should be done.

A few of us faculty members at San Jose State College are using student ratings as a means of evaluating our instruction. We feel that the ratings have contributed much toward the development of a more effective type of instruction. I admit that student ratings have many weaknesses. In spite of these shortcomings, however, I sincerely feel that more instructors should use some form of student evaluation. It is important that we ask the consumer (our students) what *they* think of our instruction.

with various phases of business activity and would equip them with knowledge of business that will be an invaluable asset when they start working.

Among the following twenty terms there are ten that were not discussed in the textbooks examined by Mr. Perrigo. See whether you can check those that were not, and then compare with the key below.

### TEXTBOOK COMPARISON

- |                   |                       |
|-------------------|-----------------------|
| 1. operating cost | 11. marketing area    |
| 2. coupon         | 12. collateral        |
| 3. security       | 13. creditor          |
| 4. bond           | 14. capital stock     |
| 5. subsidiary     | 15. delinquent        |
| 6. savings        | 16. inflation         |
| 7. discount       | 17. share             |
| 8. lease          | 18. distribution cost |
| 9. gross margin   | 19. consumption       |
| 10. surplus       | 20. stock             |

*Key to Textbook Comparison:* 1, 2, 5, 8, 10, 11, 15, 16, 18, 19



# A Comparison Of Transcription Speeds

ANNE CORCORAN

*State College of Washington, Pullman*

TRANSCRIPTION has been a long time in coming into its own; and, no doubt, with its "coming of age" also will come much clarification of the term "transcription rate."

For a number of years, two-thirds the typing rate has been somewhat vaguely accepted as a standard for the transcription rate. Possibly it is well that this standard was "vaguely" accepted; for when it is looked at critically we find that it tells us very little, and "average" transcription results to date would be somewhat alarming when compared with such a standard.

Typing speed itself is a meaningless term unless we know the basis for computation. To most of us, of course, average typing rate would probably suggest *net* speed for 10 minutes of writing on test material such as the Gregg Competent Typewriting tests or the material published by the Typewriter Research Bureau. Except for award purposes, however, many teachers use *gross* speed in computing typing averages, in which case the spread between *gross* typing rate and transcription rate would be greater than where *net* speed is used.

Also, 5-, 10-, and 15-minute tests are used in classrooms for testing typewriting speed, and rates are generally somewhat higher for the shorter tests. Accordingly, a comparison of typing and transcription rates, even on this particular, would call for clarification of the term "average typing speed."

In addition, "transcription rate" is meaningless for comparative purposes unless such factors as the following are taken into consideration:

Was the material transcribed new (un-

familiar), or had it been previously studied?

Was there pretranscription help by way of spelling, punctuation, and paragraphing suggestions?

Was the transcribing done from shorthand plates; from student's notes copied from shorthand plates; from individual notes taken at a dictation rate low enough to insure complete and accurate notes; from notes dictated at regular<sup>1</sup> classroom speeds?

Was the typescript arranged in letter form? Were errors corrected by erasing?

Was the transcription rate based on one or on several letters transcribed?

Was the length of the transcribing period 5 minutes, 10 minutes, 40 minutes?

Were the date, inside address, complimentary closing, and identification initials required? Were carbons and envelopes used?

This list is not complete, but it is sufficient to show that some standardization of material, time, and product must be established before meaningful comparative transcription rates can be made.

To substantiate these claims and to justify some conclusions, the accompanying chart is included in order to bring out individual differences in transcription rates and to make a comparison of typing rate with transcription rate. Also, a comparison is made of typing rate on the letter tests of the Typewriter Educational Research Bureau with transcription rates on the same material.<sup>2</sup>

<sup>1</sup>"Regular" meaning the speed being established for shorthand at various levels, i.e. 60, 80, 100 words a minute.

<sup>2</sup>April and November, 1938, Letter Tests, Typewriter Educational Research Bureau.

The records making up this chart were taken from a summer-school class of college students<sup>3</sup> and represent what appeared to be (from class and individual achievement) "average," "below-average," and "above-average" work. The averages were based on eight weeks of work; the class met four times a week.

The typing rates shown in the chart are based on five-minute writes,<sup>4</sup> on which errors were erased and corrected during the period of the write.

The 1938-39 *Gregg Writer* Transcription Speed Projects were used for "sight" transcription. No help was given and no previous reading was done in the "sight" transcription work. *Gregg Dictation and Tran-*

*scription*, by Renshaw and Leslie, and the *Gregg News Letter* tests made up the rest of the material for the course.

The total number of records on which the chart was based is small, but all the records indicate "two-thirds the typing rate" to be considerably higher than the transcription rate, except in the case of short, *repeated* writes, when the "average transcription rate" exceeded two-thirds the typing rate and, in fact, almost equalled the typing rate.

In all the records kept, the *typing rate* on arranged letters for a 35-minute writing period fell a little short of "two-thirds the typing rate," but the transcription rate for 35-minute periods *almost* equalled, and in some cases *exceeded*, "two-thirds the *letter typing rate*."

The results shown here suggest that the

<sup>3</sup> State College of Washington, Pullman, Washington.

<sup>4</sup> Typewriter Educational Research Bureau tests.

#### COMPARISON OF TYPING RECORDS OF THREE COLLEGE STUDENTS

| NATURE OF RECORD   | AVERAGE STUDENT |       | ABOVE AVERAGE |        | BELOW AVERAGE |        |
|--|-----------------|-------|---------------|--------|---------------|--------|
|  | Speed           | Range | Speed         | Range  | Speed         | Range  |
| Corrected typing rate (5 minutes, errors corrected by erasing) .....                                       | 57              | ..... | 67            | .....  | 53            | .....  |
| 35-minute letter-writing test (letters arranged, errors erased and corrected) ..                           | 31.8            | ..... | 39            | .....  | 29            | .....  |
| 35-minute transcription of above letters (letters dictated, dictation not timed) .....                     | 25.5            | ..... | 35            | .....  | 20.5          | .....  |
| Sight transcription, 10-minutes .....  | 27              | 22-34 | 35            | 22-45  | 27            | 18-29  |
| Transcribing several letters from plates, 35 minutes, "mailable copy"....                                  | 23              | 21-26 | 33            | 25-47* | 18.5          | 16-21  |
| Transcribing several letters from notes, 35 minutes, "mailable copy," dictation at 80, 90, 100 w.p.m. .... | 20              | 16-22 | 24.5          | 24-25  | 15            | 10-17§ |
| Transcription on three Gregg News Letter tests, dictation rate 100 w.p.m....                               | 26              | 25-28 | 47            | 42-45† | 27            | 24-31‡ |
| Repeated one- to four-minute writes (material unarranged, errors corrected by erasing) .....               | 60              | ..... | 61            | .....  | 51            | .....  |

\* 25 w.p.m. was first record; 47 w.p.m. the last.  
§ 10 w.p.m. was last record.

† 45 w.p.m. was first record; 42 w.p.m. the last.  
‡ 31 w.p.m. was first record.

For the "average" student, two-thirds of the typing rate is 38 w.p.m.; two-thirds of the letter typing rate is 21 w.p.m. For the "above average" student, two-thirds of the typing rate is 44 w.p.m.; two-thirds of the letter typing rate is 24 w.p.m. For the "below average" student, two-thirds of the typing rate is 34 w.p.m.; two-thirds of the letter typing rate is 18 w.p.m.



typing rate on arranged letters would be a more logical basis for comparing transcription speed with typing speed. It must be remembered that the typing averages indicated in the above chart are based on 5 minutes of writing and that the errors were corrected by erasing. A 35-minute typing period would, of course, lower the averages.

The chart included here, as well as all the records kept, show a higher transcribing rate for 10 minutes of writing than for 35, but in no case did the 10-minute transcribing rate equal two-thirds the typing rate.

Also, the figures in the chart reveal that there was no appreciable difference between the transcription rates from *Gregg Writer Transcription Speed Projects*<sup>5</sup> (shorthand plates) and the transcribing rates from individual notes on the dictated *Gregg News Letter*<sup>6</sup> tests. While a longer time was allowed for the *News Letter* tests than for the Transcription Projects, the transcribing time was less than 35 minutes and the paper changes were not so frequent.

The transcription rates from shorthand plates were higher in all cases than the rates on individual notes, but not enough higher to make it appear that dictation speeds within the average ability of the class were any particular handicap in transcribing. Also, it should be noted that the transcribing rates on the *Gregg News Letter* tests at a dictation speed of 100 w.p.m. were in all cases several words a minute faster than the transcription rate from shorthand plates for a 35-minute period, during which time several letters were transcribed. This evidence clearly indicates that inserting paper and writing the date and inside address are an important and integral part of transcription and must be included in any meaningful transcription speed or practice.

The range in transcription rate for the average student is from 20 to 60 words per minute; for the above-average student, from 24.5 to 61 words per minute; and for the below-average student, from 15 to 51 words per minute. The "time element" seems to be

the chief factor in reducing the words per minute. In a series of writes from 1 minute to 4 minutes in length, one record showed a drop from 59 w.p.m. on a 1-minute test to 50 w.p.m. on a 4-minute write; another showed a drop from 69 w.p.m. on a 1-minute write to 55 w.p.m. on a 4-minute write. Errors were to be corrected by erasing and "letter form" was used.

In longer periods of writing, the paper changes and letter arrangement are factors in reducing transcription speed; but in the case of the shorter writes where no paper changes occur, time seems to be the only factor, unless the opening sentences of letters are easier to read and transcribe than the sentences that follow.

No figures are included here showing comparative rates between transcribing with and without carbon, but such comparisons were made in this study. The few cases tested, however, did not show any particular difference in transcription speed.

It is my conclusion, after three years of comparing rates and results, that a longer period for testing transcription rate is to be preferred to the shorter period. The longer period tests more of the factors involved in "output" and is more typical of business situations. Also, there is a feeling of accomplishment on the part of the students when they have from three to seven or eight letters to submit at the end of the period.

If it is difficult or impossible, because of class administration problems, to permit the longer period, then transcription rates should be expressed in terms of "time" and "materials" rather than in terms of typing speed. Or, if we must compare transcription speed with typing speed, then let us use typing speed for such letter production tests as those issued by the Typewriter Research Bureau, the materials and results for which are made available to all business teachers. A comparison of transcription speed with letter-typing speed seems logical and the results shown in the above charts indicate a mark at which teachers of transcription can reasonably and successfully aim.

<sup>5</sup> *The Gregg Writer*, 1938-39.

<sup>6</sup> *Gregg News Letter*, 1938-39 series.

<sup>7</sup> 50-space line; double spacing between paragraphs; block or indented style.

# ★ ★ ★ Wake Up, America—

THE nation needs to awaken to the full gravity of the peril that confronts it.

It needs to appreciate how badly we have been defeated in three months of war.

It needs to understand that it is possible for the United Nations and the United States to lose this war and suffer the fate of France—and that this possibility may become a probability if the present tide does not change.

It needs to realize that there is grave chance of the Japanese pushing through India and the Germans driving through the Near East, to join their armies and resources in an almost unbeatable combination.

It needs to get away, once and for all, from the comforting feeling that while we may lose at the start we are bound to win in the end.

Only when fully aware of existing perils will the United States do its utmost. Pray God that awareness will not come too late, as it did in France!

Production Director Donald Nelson appeals for vastly increased industrial output on a 24-hour, seven-day basis—168 hours a week. Maximum production, in short.

Can we get it?

Not on the present basis—not under the psychology of recent years.

Not until we quit thinking in terms of less work for more money.

Not while there is greater concern about overtime pay than overtime production.

Not while farmer politicians are more interested in higher prices than raising more essentials.

Not while Government bureaus—created to meet a depression emergency that is ended—continue to grab for themselves money needed for armaments.

Not while an army of Federal press agents clamors to promote and perpetuate activities that have no present need or value.

## The Business Education World

JOHN ROBERT GREGG, *Editor*

Clyde I. Blanchard, *Managing Editor*

Louis A. Leslie, *Associate Editor*

Sidney Edlund, *Associate Editor*

Guy S. Fry, *Business Manager*

Dorothy M. Johnson, *Assistant Editor*

Dorothy Angelon, *Assistant Editor*

Executive and Editorial Office: 270 Madison Avenue, New York, N. Y.

# t's Late!

An editorial reprinted from the *New York World-Telegram* of March 5, in recognition of the importance of this message to the nation

Not while Congressmen try to put over useless canals and river schemes and take up the time of defense officials clamoring for factories and contracts as if war were a great gravy train.

Not while WPA, despite a shortage of labor, seeks to carry on projects which it doesn't have the men to perform or the need for performing.

Not while CCC and NYA stretch greedy hands for funds to pamper young men who ought to be in the armed forces or the war plants.

Not while strikes hamper war production, despite a solemn promise that they would stop.

Not while the life-and-death need for uninterrupted production is used as a weapon to put over the closed shop.

Not while double time is demanded for Sunday work which is only part of a 40-hour week.

Not while a man can't be employed on any Army project or in a war plant until he pays \$20 to \$50 or more to a labor racketeer.

Not while criminal gangs control employment and allocation of men to work on the Normandie and the other ships along New York's vast waterfront.

Not while fifth columnists are pampered and enemy aliens move freely in defense areas.

Not while the grim job of preparing our home communities against air raids and sabotage is gummed up with a lot of highfalutin, boon-doggling social-service activity.

Not while pressure blocs clamor for higher benefits, bounties, and pensions. We will not get maximum production, in short, unless, first, we fully realize our awful peril; and, second, get over the gimmes of recent years.

Gimme shorter hours, gimme higher wages, gimme bigger profits, gimme more overtime, gimme less work, gimme more pensions, gimme greater crop benefits, gimme more appropriations and patronage, gimme plants for my Congressional district, gimme fees and dues to work for Uncle Sam, gimme ham'n' eggs, gimme share-the-wealth, gimme \$30 every Thursday.

France had the gimmes, too—had them till the Germans were close to Paris. Then everybody went frantically to work—too late.

France has no gimmes today—except gimme food for my baby, gimme a place to lay my head, gimme death.



# Business Education In War Time

ALICE  
STERENBERG

AMERICA'S all-out war program has thrust upon business teachers, whether they recognize it or not, the heavy responsibility of providing trained young men and women who can go out into the community to share in the work of defense. This responsibility may be met upon at least three different levels. They are: (1) Preparing for the immediate job; (2) preparing for an understanding of business; and (3) preparing for the American way of life.

During the years of depression, the commercial teacher could not always point to the "immediate job." Today, however, with improved business conditions, the picture is different.

Business schools report that the demand for office workers is so great that many of the better students are leaving to enter business before having finished the usual course of training. The Selective Service program, too, has made a profound change in the set-up. The teacher of business can now point to the need for preparation for the "immediate job."

The vocational objective of the commercial curriculum makes it necessary in most courses to have definite standards of attainment. In training for the immediate job, these standards attain a new significance, for our present emergency is calling for higher production than has been achieved in the past. There must not, therefore, be a lowering of standards because of increasing numbers of students. From those trained in typewriting, shorthand, bookkeeping, and office practice, the employer expects a comparatively high standard, and the record of achievement should form the chief basis

for the teacher's recommendation for employment.

In our effort and zeal to prepare for the immediate job, we must not overlook three dangers.

In the first place, we must not "bend backwards" in an effort to make the training fit the students. The students must first "fit the training" before we apply our efforts. Even the present demand for large numbers of office workers does not justify our preparing students for business who are obviously unfitted for such a vocation. It is an injustice to the community as well as to the student to do so.

Preparation for the immediate job must be given only to those students who, because of certain capacities, interests, and aptitudes, are best fitted to succeed in this line of work. Aptitude tests, prognostic, vocational-inventory, and interest tests should form one of the bases for pupil selection.

Another danger not to be minimized is the tendency to stress personality to the neglect of scholastic abilities. While personality is important, it must be accompanied by, rather than substituted for, scholastic abilities.

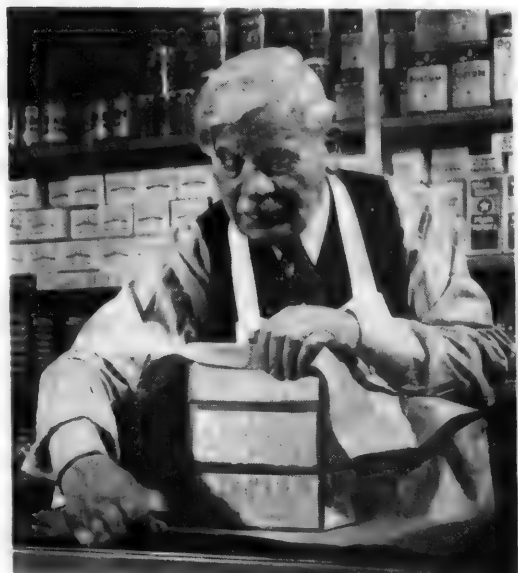
A third danger in preparing for the immediate job is that high schools try to produce highly skilled office technicians for war industries. We must not attempt to provide training in advance of the high school student's years. The high school commercial department cannot expect to produce specialists in machine operation and accountancy or ready-made secretaries. We can lay the groundwork for the immediate job, but we must not lose sight of the fact that the immediate job is the stepping stone for the next level of advancement.

Graduating high school students are usually immature and inexperienced. Whether or not they can advance depends largely upon inborn and acquired traits and abilities. If



commercial education can emphasize and instill those qualities that make a person stand out from the group, if it can teach skills that will be needed in the immediate job, it will have provided a real service to the young men and women enrolled within its courses. It cannot hope to provide training for the skilled technician of advanced years.

It may be a reflection upon the teaching of the public schools that many of our citizens



Many of our citizens do not realize that an essential characteristic of American democracy is *free, private enterprise*.



*Ewing Galloway*

do not realize that an essential characteristic of American democracy is *free, private enterprise*.

It is here that business education can offer an immeasurable service to the defense program, for lack of understanding of our present economic system leads to distrust. A true understanding of the functioning of business in the American democracy is one of the best antidotes for subversive teachings.

Future citizens need to know how monopolies affect national prosperity and national war production. They need to know of

the benefits offered to society by the capitalist, as well as of the power that is wielded by his control.

As never before, we need co-operation between capital and labor. Unbiased instruction and a thorough understanding of the functioning of business may well be looked upon as a means of averting costly strikes in the future.

As we look about us and see the hostility, the greed among nations, the graft in industry and politics, the misunderstandings among individuals, we wonder whether it is possible ever to attain our ideals, whether we teachers can ever hope to make any great degree of impression upon a world which is in so many ways already far below a rea-

sonable standard of decency and civilization.

What influence we do have is easily and quickly set aside by outside environment and teachings. Laxness in home training and discipline is often the cause of keeping future citizens far below the level of their possible achievement and worth. Yet we need only look to the totalitarian states to see what *can* be done to inculcate certain ideals into the hearts and minds of the youth. The boys and girls of Germany, for example, are educated to believe it a privilege to die for their pagan way of life, and they cherish a

---

ALICE STERENBERG is a teacher in Central High School, Kalamazoo, Michigan. She holds the A.B. degree from Western Michigan College of Education and is engaged in graduate study. Stenography is her special teaching field. She also enjoys reading and story telling for children.

---

loyalty to their country which is not only admirable, but to democratic citizens, is also pathetic. While we here in America cannot conceive of "inculcating" our ideals, it is not inconceivable that, through a concerted endeavor on the part of educators everywhere, our youth can be made willing to give in life what other young people are expected to give in death.

In training for the American way of life, there are at least three phases to consider.

### *Effective Work Habits*

First, young people need to know and to practice effective work habits. In the economic situation that existed before our entrance into the war changed our scheme of life, more time for leisure and less work responsibility made a serious defect in the work habits of our youth.

Many young people today do not know how to work; they cannot take responsibility; they cannot give intensive concentration for any great period of time. This probably is no fault of their own, but rather a fault of the society in which they have lived.

Work can be advocated as a much-to-be-desired phase of education for all classes of young people. Work habits, responsibility, concentration, attentiveness to details, reliability—all these must have a new emphasis in our school programs if we are to develop the highest in our American way of life.

It has been said that the power of totalitarianism lies in the sacrifice of the people. Our American way of life can also be strengthened through sacrifices made by our citizens. Here again, the blame falls upon society. Our youth today represent a group upon whom every benefit has been lavished, but they have not been hardened to meet sacrifice. Their policy has been, in general, to follow the line of least resistance. They

need to experience the success of perseverance, and we as educators need to emphasize it.

A third phase in education for the American way of life may be found in democratic attitudes. Among these attitudes, tolerance alone would furnish an inexhaustible opportunity for improvement. The need for such emphasis may be indicated through a recent broadcast in which a Negro organization made a plea to the American public for equal opportunity to render service in the defense industries.

In a certain junior high school, a poll was taken among the students to find out in what ways the school might be improved. A surprising number of students expressed themselves in favor of ridding the school of the Negro population. Such conditions reflect unhealthy situations and indicate a deplorable lack of tolerance. We Americans ought to feel that such attitudes are as un-American as they are unjust.

Tolerance must be practiced. It must be emphasized. It *must* be an outcome of education if our democratic way of life is to be preserved.

Dorothy Canfield<sup>1</sup> appropriately stated the issue when she wrote:

Every person who, because of race or religion, has fewer opportunities for a normal life than we have is a reminder that we do not practice the noble principles on which our country was founded.

Faith is another of these requisites for the American way of life. Americans must realize that we cannot fight a faith, even an evil faith, if we have no faith of our own. We cannot fight a vision with no vision of our own. "Where there is no vision, the people perish."

Our very Constitution is itself an outgrowth of the faith of our fathers—we have it today only because our fathers had abiding faith. The most important part of an individual is something that is within him—his faith in things that are eternal. We must learn to recognize the power of faith in the lives of individuals and of nations.

---

<sup>1</sup> Dorothy Canfield, "Do We Practice What We Preach?" *Reader's Digest*, June, 1941.



# School Activities For Victory

*Full speed ahead for an all-out training for victory, with complete utilization of school buildings and personnel for all purposes essential to victory!*

EACH DAY'S MAIL is bringing us letters from business teachers and administrators who were called to the colors. Among those from whom we have heard recently are:

T. E. Dorn, Jr., of Greenwood (South Carolina) College of Commerce. Mr. Dorn is now a First Lieutenant, stationed at the Armored Force School, Fort Knox, Kentucky. He is in the Clerical Department with Roy Howard. If his present duties will permit, he will complete a study of a credit given by colleges and universities for secretarial subjects. This study, when completed, will be published in the B.E.W.

During a recent visit to the Great Lakes Naval Training Station, where we had the pleasure of inspecting the Service School, we saw in action Chief Yeoman Ira M. Hess, formerly of the Champaign (Illinois) High School; Chief Yeoman Ansel Wallace, formerly associate professor of commerce at Central Normal College, Danville, Indiana; and Ensign Norman P. Saksvig, 1938 World's Typewriting Champion. These men are teaching typing under the direction of Lieutenant A. Bouquett, a Service School department head, whose experience dates back to the First World War. The director of this Service School is Lieutenant Commander C. E. Olsen.

In another section of this immense training station, we found R. M. Robinson with the rating of Chief Petty Officer, managing and supervising the office personnel in the District Security Office. This was a new office, so his first assignment was to organize it and outline the work routine for

the men under his supervision. Mr. Robinson is a former commercial instructor in the Hammond (Indiana) High School. At the time he volunteered for service in the Navy he was a field representative of the Gregg Publishing Company.

Mrs. Grace M. Fogg, of Belhaven College, Jackson, Mississippi, has sent us a most interesting description of a plan for teaching shorthand in twelve weeks which she states that she has followed successfully for five years. She offers shorthand three weeks a semester for two years, and six weeks a semester for one year. Four consecutive hours a day, with one ten-minute recess, six days a week, are called for in her schedule, and some of the students are required to spend almost an equal amount of time outside the class. Those interested further in this intensive course are invited to write Mrs. Fogg.

Those interested in getting a military flavor in courses in record keeping will want to purchase a copy of *Company Administration and Personnel Records*, 11th edition, by Lieutenant Colonel C. M. Virtue. This book is published by the Military Publishing Company, 100 Telegraph Building, Harrisburg, Pennsylvania. It sells for \$1.60.

David J. Kappel, Chairman of the Department of Secretarial Studies, Far Rockaway High School, completed at the end of 1941 a most interesting experiment in the teaching of typewriting and other commercial subjects to Army classes in the vicinity of New York City. An article entitled "Commercial Courses in the Army" written by Mr. Kappel will appear in the May B.E.W.

**S**TUDENTS OF THOMAS A. EDISON High School, Elmira Heights, New York, eager to co-operate in defense movements, follow this plan for saving paper, reports L. Victor Sick:

In typewriting, shorthand, and secretarial practice, each typed sheet must be used on both sides before it can be handed in for correction and grading. This also serves as a checkup for students who are inclined to start work over and over again, thus wasting more paper.

Material that is handed back to students, if they do not wish to keep it permanently, is put in a box, uncrumpled. When the box is full or nearly so, the material is collected by the Boy Scouts.

**I**N ANSWER TO REQUESTS for a patriotic assembly program suitable for the commercial department, the B.E.W. has arranged to provide a script, "The Army That Doesn't Wear a Uniform," without charge. With your request, enclose a stamped, self-addressed No. 10 envelope. Address the BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, New York.

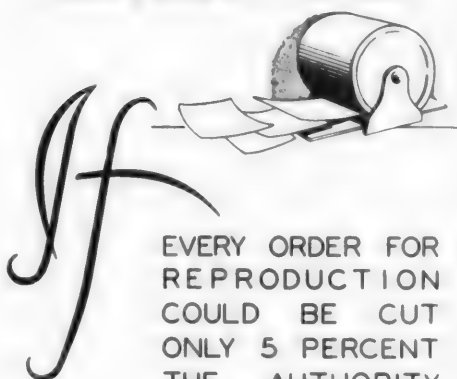
Miss Dorothy M. Johnson, assistant editor of the B.E.W. and contributor of stories to the *Saturday Evening Post*, prepared the script. The underlying theme is that pupils should remain in school until they are thoroughly prepared to contribute to America's all-out war program, and not quit school to go to work half prepared.

### NATIONAL CLERICAL ABILITY TESTS

April 30—May 2, 1942

This is the time to be watchful of standards in vocational business training. More than ever, measures of accomplishment are needed. The National Clerical Ability Tests are meeting this need in more schools every year. Do you want these tests for your students? You can have them. For information address the Joint Committee on Tests, 13 Kirkland Street, Cambridge, Massachusetts.

One of a Series of T.V.A. Posters



EVERY ORDER FOR  
REPRODUCTION  
COULD BE CUT  
ONLY 5 PERCENT  
THE AUTHORITY  
COULD SAVE OVER  
ONE MILLION  
COPIES A YEAR

A LITTLE WASTE GOES A LONG WAY

TENNESSEE VALLEY AUTHORITY • OFFICE SERVICE DEPARTMENT  
10-39

**E**NTHUSIASTIC RESPONSE met the generous offer of the Temple Secretarial School, Washington, D. C., to give free typing courses to members of the American Women's Voluntary Services.

Classes are held for two hours on Tuesday and Thursday afternoons, and the learners must practice for two hours on Saturdays. A.W.V.S. members who take the course must agree to spend two full days a week in typing for defense organizations after the course is completed and must guarantee not to accept paid jobs as typists for at least six months. The instruction is a volunteer service on the part of the faculty.

**A** BULLETIN RECOMMENDING that refresher courses in office skills be instituted for young men who are to join the armed forces has been distributed by Clinton A. Reed, chief of the Bureau of Business Education, Albany, New York. Part of the message in the bulletin reads as follows:

You have the building, equipment, and teachers. Classes should be held after school hours or whenever convenient. Enrollment should be limited to a few young men with previous training who are willing to attend short, intensive courses, conducted by experienced teachers, on the individual-progress basis.

Business teachers might volunteer to conduct these "refresher" courses instead of giving other forms of volunteer service.



## In-Service Office Training

IT IS ESTIMATED that in a comparatively short time 70 per cent of our population will be engaged in productive war effort. Where do we teachers and prospective teachers of business subjects fit in? How important are our efforts?

In a very real sense, war is the product of trained minds. Many new agencies for training people in war work and related lines must come to the fore. One of these is the in-service training that is already developing. Persons who, two years ago, would

have been considered so inefficient as to be useless in an office are now being hired. Their efficiency must be increased—and it must be increased at once.

Commercially trained people who are capable of teaching have a job to do. It must be done well. Consider it an opportunity and go at it with a will, and you will be serving your country.—*Dr. J. Frank Dame, Adviser, Graduate Program in Commercial Education, Temple University, Philadelphia.*



## Victory Courses in Secretarial Training At Stanford University

INTENSIVE TRAINING in beginning shorthand and beginning typing for juniors and seniors is being offered at Stanford University during the winter quarter under the auspices of the Graduate School of Business.

There are seventy-two students (thirteen men) in the two sections of shorthand, which meet at eight o'clock and at ten o'clock on Mondays, Wednesdays, and Fridays. Each student is held to a minimum of two hours of outside preparation for each class hour, making a total of eighteen hours a week. In this manner it is possible to cover two semesters' work in two quarters. The course is as intensive as it is possible to make it when each student is carrying a full load for each quarter.

Enrollment in the typing classes has been limited by the number of machines available—thirty—and the size of the room. There are sixty-two students in the two sections. Two of them brought their own typewriters.

These sections meet on Tuesdays and Thursdays at eight o'clock and at ten o'clock. Laboratory periods of four hours weekly are scheduled for each student, making a total of six hours of typing. This program has disadvantages, but it was not possible to schedule the classes on a different basis.

The course has been shortened by careful elimination of any unnecessary repetition of material.

During the first portion of the first quarter, instruction is given both in class periods and in a portion of the laboratory periods. During the latter portion of the quarter, the class periods are used for drills, timed writing, and typing of problem material. Emphasis in the second quarter's work is the typing of business forms.

During the winter quarter, Mrs. Henryetta Carpenter taught both the shorthand and the typing classes. This quarter she has the shorthand classes and is responsible for co-ordinating the work in the other classes. The teaching load is distributed among four teachers. Miss Lillian Owen, instructor in the Graduate School of Business, offers a course in office and secretarial practice; J. Knight Allen, associate professor of finance, teaches secretarial accounting; and a typing teacher is being added to the faculty at once.



HENRYETTA  
CARPENTER

# The Snatch Stroke in Typewriting Is A Fallacy

E. G. BLACKSTONE  
and  
OLLIE MAE SILLS

Dr. Earl G. Blackstone is director of the Commercial Teacher Training Division, University of Southern California, Los Angeles. Miss Ollie Mae Sills is a member of the faculty of Louisiana State University, Baton Rouge.

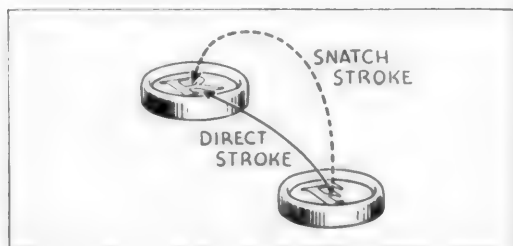
Dr. Blackstone wrote: "I know that this article is provocative of argument and that it is contrary to the prevalent idea of correct touch and reach, but its presentation in the B.E.W. may serve to make teachers think more accurately about that very problem and lead to a more scientific determination of what the stroke should be like."

The authors and the B.E.W. invite you to comment.

IF THERE is any one phase of typewriting instruction upon which complete agreement might be expected, it is probably the correct stroking of the keys. Most teachers would probably agree that the stroke should be swift, forceful, and directed toward the exact center of the key, and that it should be somewhat of an arc.

The terms used to describe this stroke are often colorful: "tiger stroke," "cat's paw," "hot iron," and "snatch." It is generally recommended that the finger be drawn back toward the center of the hand, that a quick getaway be used, and that the fingers be kept well curved. Finger motion only is frequently suggested, with little, if any, hand or wrist motion.

In teaching stroking, as in many other phases of typewriting instruction, many teachers give instructions as nearly as possible like those they received when they were learning, being loath to suggest any innovations, even if they feel they have something worth while to suggest in the way of progress. Perhaps they think that correct



The snatch stroke is not the shortest stroke

stroking has been scientifically determined by experts and that an ordinary teacher is incapable of improving upon it.

As a matter of fact, the present standard method of stroking offers no evidence of scientific study—every evidence is to the contrary. The fact that expert typists use a different kind of stroking should raise suspicion as to the validity of the standard method, even though some of the experts mistakenly think they are using the so-called "snatch" stroke.

All motion-study experts seem to agree that unnecessary motions take up time; that all motions should be kept to a minimum of straight-line effort; and that there should be no excess or waste motion. This means that the fingers should, in typing, be kept as close to the keys as possible and that striking motions should be as brief, short, and direct as possible. Yet the "snatch" stroke requires the lifting of the fingers in an arc, although it is still true that the shortest distance between two points is a straight line.

Look for a moment at the movement commonly used in reaching upward to keys on the third row. If the "r" key is to be struck, excess time and energy are required if the finger is swung upward in an arc, followed by a downward, snatching stroke.

The shortest movement possible, and probably the most desirable one, would require merely straightening out the finger at such a slant as just to clear the near edge of the "r" key, followed by a snappy stroke

of the extended finger. Of course, that stroke should be snappy and should follow the key only about three-fourths of the way down. Then the finger should be returned to its home position unless there is reason for leaving it there, or to anticipate that it will be moved to some other key than the home row.

It may even be desirable *not to strike the key in the center* but to strike it close to the near edge. Certainly the rigid type bars would still cause the keys to strike even if the key were struck on the near edge, and such a stroke might facilitate a quicker getaway stroke. Most of the injunctions we have been taught about striking the key in the center are aimed at not hitting adjacent keys or striking between two keys at once. There is no danger of doing either if the key is struck on the near rim, and it might be much faster.

The pathway that the "f" finger should traverse is indicated on the accompanying diagram. The continuous path from "f" to "r" should be followed, rather than the path indicated by the dotted line, which is characteristic of the "snatch" stroke. To go through any motions of pulling the finger toward the center of the hand is obviously waste motion. The correct stroke might be described as simply straightening the "f" finger enough to slide it over the rim of the "r" and then using a snappy getaway stroke.

### ***Different Strokes for Different Rows***

The stroke on the home key requires neither arc nor snatch. It is a simple downward stroke, because the key is already directly under the finger. Therefore, it is evident that the stroking to the upper row is different from that required for the home row, and that no description will fit both.

Then try the reach for the "v" key. No arc or snatch stroke will do here. A snatch stroke would be likely to touch the lower edge of the "f" on the way down, and any attempt to draw the finger toward the palm of the hand would be likely to result in touching the space bar. What is needed is merely to slide the finger over the edge of the "f" and to strike straight downward.

For this stroke, the fingers should not be

too much curved on the home key. They should be held only in such a curve as will enable them, by being straightened, to reach the third row, and by curving slightly more than is required for the home keys, to strike straight downward for the lower row keys. Probably too many teachers insist on a greater curve of the fingers, when on the home row, than is desirable.

### ***The Stroke for the Lower Row***

Now it is evident that the stroke to the lower row of keys must be different from the stroke used on the home row and also different from the stroke used on the third row. Again, it is evident that no one description of "correct stroking" is possible—different kinds of stroking are required, not only for different rows, but also possibly for different reaches of different fingers. The chief trouble with the "snatch" stroke idea is that it is supposed to apply equally to all reaches.

Please note that if the above analysis is correct, the home-row stroke is the fastest and that the third-row stroke is the slowest of the three.

Possibly it would be a mistake to call too much attention to this difference in stroking in teaching beginning typing students, although probably not so much of a mistake as to try to get students to strike all keys with one type of stroke, even though it be the much publicized "snatch" stroke. It is by no means certain what variations of stroking are most efficient, but it is evident that the "snatch" stroke is about the slowest type of stroke possible to imagine.

It is clear that a lot of research needs to be done on stroking. Perhaps a series of high-speed motion pictures of the stroking of expert typists would reveal a good deal that we need to know. The writers do not pretend to know all the essentials and variations of the most efficient stroke. We do feel sure, however, of two things:

1. That no single type of stroke is equally fast and efficient for all reaches, and
2. That a faster type of stroking must be found than the old-fashioned, roundhouse type of "snatch" stroke.

Here is a problem offering great opportunities for analysis and research.

# The Counting House

MILTON  
BRIGGS



R. ROBERT  
ROSENBERG



A MONTHLY SERVICE  
FOR TEACHERS OF BOOKKEEPING, BUSINESS  
MATHEMATICS AND COMMERCIAL LAW

Conducted by

MILTON BRIGGS and R. ROBERT ROSENBERG

THE BUSINESS EDUCATION WORLD presents another of its popular cash-prize bookkeeping project contests this month on pages 682-684. This one is open to *all* students of business.

In addition to the cash prizes offered, the B.E.W. Board of Examiners will award a Junior Certificate of Achievement in Bookkeeping to students who submit a satisfactory solution for Part A of the project, a Senior Certificate for Parts A and B, and a Certificate of Superior Merit for Parts B and C. These certificates will serve your students as valuable evidence of ability and accomplishment when they seek employment.

The contest rules are on page 683. The usual 10-cent examination fee must accompany each paper submitted for certification. The contest closes April 28. Try this spring tonic today. It is designed to stimulate student interest.

## A Hundred Years Ago

RECENTLY, WHEN BROWSING through our collection of old bookkeeping texts, we uncovered the following bit of wisdom. It is from *The School and The Schoolmaster*, by Alonzo Potter, D.D., and George B. Emerson, A.M., and was published by William B. Fowle and N. Capen, Boston, in 1843.

Many ideas that are being presented now as new will be found in this extract.

"Connected with Arithmetic, and the great practical end for which it should be studied, is the knowledge of Accounts. This has been greatly neglected. It seems almost absurd to spend so much time as is usually devoted to Arithmetic, and especially to the subject of Interest, in preparation for the management of Accounts, and yet not to teach the very thing for which all this preparation is made. Many parts of Arithmetic commonly taught at school are, to most persons, matters of mere curiosity. It is very well to learn them, if there be time enough, but to omit them would be no serious loss. While a knowledge of Accounts is necessary to every person who is likely ever to have property of his own, or the management of the property of another.

"It is necessary to thrift. The merchant or dealer, on a large or small scale, cannot tell definitely whether the business he is engaged in is productive or not, unless he keeps an exact account of his payments and receipts. The farmer cannot be sure how much more or less productive one branch of husbandry is than another, without an account of the outlay and income of both.

"It is necessary to economy. The minister, or clerk, or teacher on a salary, the head of a



family with a limited income, or the mechanic with a fixed rate of wages, cannot tell what he can or ought to afford, what expenses he may allow, and what he must deny himself unless he knows, from month to month, what is his income and what are his expenses.

"It is necessary to justice. Whoever deals on credit, even for a limited period, who ever receives or parts with money, goods, labour, or time, for which an equivalent is to be given or received hereafter, must keep an exact account with every person with whom he deals, or have a memory from which no particular of time, place, quantity, or value can be erased, or he will necessarily run the risk of doing injustice to himself or his neighbor. If I have given my note or my promise to pay, I am bound to make timely provision beforehand for the resumption of my note and the redemption of my promise. This I *must* do; and this I cannot do with absolute certainty, unless I know precisely how much I may lay aside for the purpose each week or month, until the day of payment comes.

"If I look upon what I have as the gift of God, and myself as his steward, and therefore bound to devote what I can spare from the claims of family, kindred, and friends, to the relief of the sufferings, the wants, or the ignorance of His children, I cannot, without exactness in my accounts, be sure that I am opening my hand in charity without a violation of the more imperative demands of justice.

"Every one, therefore, should be taught accounts; and the teacher should be prepared to explain such modes of keeping them as are best suited to the probable future condition of his pupils. This is not the place for a system of Bookkeeping: it may be sufficient to say, that every person, male and female, should be taught how to keep personal accounts, and an account of the expenses of a family; that, in addition to these, the future farmer should be shown how to keep accounts of a field or a particular crop, as well as of his whole operations; that the mechanic should be taught to keep an account of the expenses and in-

come of his shop or trade; and the future merchant or trader should be taught book-keeping by double entry."

## Accountancy—A Stepping-Stone

WHEN A YOUNG MAN wishing to work in an airplane factory went to Walter Chrysler for his help, he received this advice:

"Aviation, as you say, is a developing industry, but from what I can hear there are scores of youngsters after every job it has to offer. Why don't you get yourself into a field that gives you a chance to discover all kinds of chances, in and out of aviation?

"You know this country is filled with developing industries. And there are lots of chances. You simply want to make yourself smart enough to recognize them before the other fellow does.

"If I were you, I'd qualify myself for accountancy. I'd become an accountant. Young accountants are sent around by their firms to audit the books of companies everywhere. They have a skill that makes them mighty valuable in business—indispensable. They often get chances to go to work for companies whose books they have audited." —*Life of an American Workman*, Autobiography of Walter Chrysler, *The Saturday Evening Post*.

## First Accounting Facts

FRANK BROAKER was the first accountant to be a C.P.A. He held No. 1 Certificate because, when the New York Board was organized in 1896, it issued its first certificates all on the same date numbered in alphabetical order.

The first accountants' society was organized in New York in 1882 under the name of the Institute of Accountants and Bookkeepers. Later this name was changed to the Institute of Accounts.

The New York State Society of Certified Public Accountants, which was organized in 1897 after the passage of the New York State Certified Public Account Law in 1896, was the first accountants' society formed by a state group.—*Famous First Facts*, by Joseph Nathan Kane.

# A CASH-PRIZE PROJECT CONTEST

## For All Bookkeeping Students

MILTON BRIGGS

*Senior High School,  
New Bedford, Massachusetts*

HERE is a short project designed to interest *all* bookkeeping students. If you are looking for a spring tonic to stimulate student interest in your classes, this project will provide a welcome change from textbook routine. THE BUSINESS EDUCATION WORLD will distribute cash prizes, as described below, for student solutions of this project. All the information needed is given here.

In addition to cash prizes, the B.E.W. Board of Examiners will award Junior Certificates in Bookkeeping to all students who submit satisfactory solutions for Part A of this project, Senior Certificates to those who solve Parts A and B, and Certificates of Superior Merit to those who solve Parts B and C. (Teachers please note, however, that the B.E.W. certificates must be earned in the proper order. The Senior Certificate will be awarded only after a Junior Certificate has been earned; a Certificate of Superior Merit will be awarded after a Senior Certificate has been earned.)

*Read these introductory paragraphs to your students:*

In this project assume that you are employed by the Delightful Doughnut Company.

This is not just an ordinary doughnut business. It is a wholesale baking and distributing organization, which specializes in doughnut making. There are many varieties: Jelly doughnuts and sugar doughnuts; doughnuts with holes and twisted doughnuts without holes; doughnuts filled with whipped cream and doughnuts frosted with many colors. For the most part, the products of the company are sold to retail stores and restaurants.

Your duties include the preparation of sales reports, pay-roll work, filing, the preparation of invoices and weekly statements of amounts due from customers, the keeping of social security records, and bookkeeping. In this project, however, you will be asked to perform only a part of these duties.

### Part A

Your first assignment is to make a complete and careful record of sales and commissions for the week ending April 11. This record is shown in Figure 1. Each delivery man for the Delightful Doughnut Company is paid a commission of 2% on his total sales.

FIGURE 1  
THE DELIGHTFUL DOUGHNUT COMPANY  
REPORT OF SALES AND COMMISSIONS  
FOR THE WEEK ENDING APRIL 11, 1942

| SALESMAN          | AMOUNT OF SALES |       |       |        |       |       | TOTAL<br>SALES | COMMISSION |
|-------------------|-----------------|-------|-------|--------|-------|-------|----------------|------------|
|                   | Mon.            | Tues. | Wed.  | Thurs. | Fri.  | Sat.  |                |            |
| Allen, Robert     | 34.78           | 43.86 | 52.43 | 46.12  | 43.86 | 19.40 |                |            |
| Barreto, Rudolphe | 28.80           | 47.76 | 61.50 | 31.25  | 50.34 | 18.72 |                |            |
| Butler, George    | 16.62           | 59.01 | 54.34 | 48.24  | 47.33 | 15.71 |                |            |
| Connolly, John    | 30.19           | 46.43 | 48.25 | 51.01  | 42.10 | 34.44 |                |            |
| Hammond, James    | 25.87           | 54.19 | 60.05 | 52.99  | 38.27 | 43.05 |                |            |
| Lees, David       | 62.90           | 34.17 | 47.32 | 34.06  | 40.13 | 33.12 |                |            |
| Morton, Henry     | 45.45           | 30.73 | 43.72 | 39.11  | 41.04 | 29.09 |                |            |
| Norden, Howard    | 53.19           | 46.64 | 45.02 | 54.75  | 46.51 | 43.13 |                |            |
| O'Reilly, Patrick | 37.91           | 47.58 | 52.66 | 50.07  | 45.98 | 34.34 |                |            |
| Rogers, Mark      | 72.78           | 40.46 | 51.09 | 38.31  | 51.15 | 40.38 |                |            |
| TOTALS            |                 |       |       |        |       |       |                |            |

FIGURE 2  
THE DELIGHTFUL DOUGHNUT COMPANY  
PAY-ROLL SHEET NUMBER 4  
For Week Ending April 11, 1942  
BAKERY DEPARTMENT

| No. | Employee             | Hours Per Day |    |    |    |    |    | Total Hours | Rate per Hour | Total Wage | Deductions |       | Net Pay |
|-----|----------------------|---------------|----|----|----|----|----|-------------|---------------|------------|------------|-------|---------|
|     |                      | M.            | T. | W. | T. | F. | S. |             |               |            | O.A.P.*    | U.I.† |         |
| 1   | Adams, Anthony       | 4             | 8  | 4  | 8  | 8  | 4  | 36          | .60           | 21.60      | .22        | .22   | 21.16   |
| 2   | Almeida, George      | 4             | 6½ | 8  | 8  | 8  | 4  |             | .60           |            |            |       |         |
| 3   | Bradley, William     | 4             | 8  | 8  | 8  | 8  | 4  |             | .80           |            |            |       |         |
| 4   | Courtemarche, James  | 8             | 4  | 8  | 8  | 7½ | 4  |             | .40           |            |            |       |         |
| 5   | Gallant, Wilfred     | 8             | 8  | 4  | 8  | 8  | 0  |             | .60           |            |            |       |         |
| 6   | Plummer, Norman      | 8             | 8  | 8  | 4  | 8  | 4  |             | .80           |            |            |       |         |
| 7   | Sunderland, Benjamin | 6             | 6  | 4  | 6  | 6  | 4  |             | 1.00          |            |            |       |         |
| 8   | Wegrzniak, John      | 8             | 8  | 6½ | 6  | 4  | 4  |             | .60           |            |            |       |         |
|     |                      |               |    |    |    |    |    |             | TOTALS        |            |            |       |         |

\* Old Age Pension—1% of Total Wage

† Unemployment Insurance—1% of Total Wage

### Instruction 1

On a sheet of plain white or composition paper, 8½ by 11 inches in size, copy Figure 1. Use pen and ink. Make all figures clear and uniform in size. Complete the report; fill in all required totals and commissions. There are 28 spaces to be filled.

### Part B

One day each week you assist the chief clerk in the office with preparation of the pay-roll records. Figure 2 shows one of many pay-roll sheets prepared for the week ending April 11.

### Instruction 2

Copy and complete Figure 2. Do this on the back of the paper you used for Part A. You may typewrite or print the heading and names of employees, but make all figures with pen and ink. After you have copied Figure 2, you will have 39 spaces to fill.

### Part C

At the end of each fiscal period you are asked to prepare adjusting entries. Your past bookkeeping records provide information necessary for making these entries, and other employees supply inventory figures.

### Instruction 3

Rule a simple General Journal form on plain white paper (or use regular Journal paper) and make the adjusting entries, with complete explanations, that are necessary

to record the following information. Make the entries with pen and ink; use April 30 as the date for each entry.

Furniture and fixtures are estimated to have depreciated 15 per cent of their cost price, \$950. There is on hand \$25.50 worth of stationery and office supplies. Gasoline, oil, and automobile supplies unused amount to \$64.75 (the automobile is used for delivery purposes). William Bowen owes the company interest on a mortgage held on his property, amount of interest \$310. Interest accumulated on the company's bank deposits totals \$173.38. An automobile delivery truck purchased a year ago cost \$700 and is now worth \$450. The Merchants' National Bank holds the company's promissory note for \$4,000, the note bearing interest at the rate of 5 per cent, and the company now owes three months' interest. Land and buildings owned have decreased in value 20 per cent during the past year—a year ago the value was \$15,000. Salaries owed to salesmen total \$137.80. Uncollectible accounts receivable are estimated to be \$405. The raw-materials inventory is \$3,076.82.

### Contest Rules and Instructions

1. Select the best solutions (not more than three from each class) and mail them to Milton Briggs, Bookkeeping Editor, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York City. (These papers may be sent with other papers submitted for

certification; they need not be mailed separately).

2. The B.E.W. will award cash prizes as follows in each division: \$3 first prize for the best solution submitted and three prizes of \$1 each. In case of a tie, duplicate prizes will be awarded. The divisions are Junior, Senior, and Superior Merit.

3. All solutions must show the student's name in full, name and address of school, and full name of instructor.

4. All papers must be in New York on or before April 28, 1942. Winners will be announced in the June B.E.W.

5. All papers submitted become the property of the BUSINESS EDUCATION WORLD. No papers will be returned.

6. The judges will be Clyde I. Blanchard, Milton Briggs, and Miss Janet Leddy.

#### Special Notice to Teachers

Although only three papers from each class may be entered for prizes, any number of papers may be submitted for the three Certificates of Achievement.

Please send a list of names of all students submitting papers, and arrange papers in the order in which the names are listed. Place on top the three papers you wish the B.E.W. Board of Examiners to consider for cash-prize awards. After each student's name, designate by number the certificate he is entitled to receive (1 for Junior Certificate, 2 for Senior, and 3 for Superior Merit).

The usual examination fee of 10 cents for each paper is to accompany those submitted for certificates. Address the Awards Department, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York City. The best method for sending large numbers of papers is by express; papers cannot be sent by parcel post.

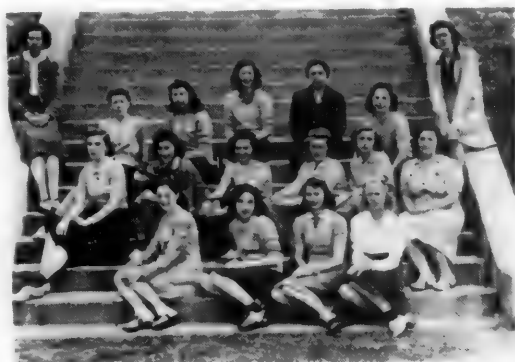
#### Keys to the Bookkeeping Projects

*March Project Key.* This key is omitted from the present issue to make room for important information on education's rôle in wartime. Copies of the key will be sent without charge on request. Send a stamped, addressed No. 10 envelope and state which part of the key you need.

*February Contest Key.* The key to the International Bookkeeping contest will be published in the June B.E.W., with the announcement of the contest results.

#### O.B.E. Members Active

THE ACCOMPANYING PHOTOGRAPH shows the members of a very active chapter of the Order of Business Efficiency—the



Business Efficiency Club of Reading (Pennsylvania) High School. Miss Edith R. Fairlamb is teacher sponsor. Officers of the club are as follows: *President*, June Williams; *Vice-president*, Norene Seidel; *Secretary*, Florence Ziemba; *Treasurer*, Rose Ann Zajdowicz.

The club operates through the activities of four committees: publicity, service, program, and social. Every two weeks a faculty member addresses the group on subjects of interest, such as personality and placement.

Many of the club members knit sweaters for the Red Cross. During the Christmas vacation, nine girls worked on defense activities in the Court House, and others have assisted with church programs and other activities of a public welfare nature to which the Order of Business Efficiency is pledged.

Last year's club members have organized an Alumni group, which meets once a month for social fellowship and for the continued improvement of business techniques. The officers of the Alumni group are as follows: *President*, Catherine Contos; *Vice-president*, Violet Scaramello; *Secretary*, Helen Clemmer; *Treasurer*, Hilda Ruth.

# *The Arithmetic of* The Federal Social Security Act

R. ROBERT ROSENBERG, Ed.D., C.P.A.

THE Social Security Act, passed by Congress in 1935 and amended in 1939, provides for the economic security of the individual and of his family by establishing, among other services, a system of Federal old-age benefits and a system of unemployment compensation.

The old-age division of the Act provides (a) for help to states that give aid to individuals who are aged and in need of immediate assistance and (b) a plan under which a worker may retire at the age of 65 and receive a monthly payment from that time until he dies.

The unemployment division of the Act provides a means of giving aid to workers who are temporarily unemployed. The system of unemployment compensation is administered under state laws that are approved by the Federal Government.

The section of the Social Security Act providing for old-age benefits is, in reality, an insurance plan. The premium payments for the benefits to be received are made up of the tax paid by the employee and the employer. The benefits are paid by the Government on this protection when the worker is 65 years of age or over, or to his family when he dies, regardless of whether or not he is in actual need of them.

Monthly benefits under the Act began January 2, 1940.

The amount received at age 65 depends upon the average monthly pay. Wages received after age 65 count if received after January 1, 1939. If at the age of 65 the worker is not eligible to receive monthly benefit payments, he may become eligible by working after he is 65.

To provide funds from which the monthly benefit payments are payable, the Government levies taxes on both employer and em-

ployee in like amounts (excise tax on employer and income tax on employee), the rates for which are as follows:

1940 to 1942 . . . 1% of total wages paid  
1943 to 1945 . . . 2% of total wages paid  
1946 to 1948 . . . 2.5% of total wages paid  
1949 and

thereafter . . . . . 3% of total wages paid

A lump-sum death benefit up to six times the monthly benefit rate is paid the worker's estate if he leaves no survivor entitled to monthly benefits.

A worker's monthly benefits depend on his average monthly pay and on the number of years in which he has earned \$200 or more on jobs covered by the law. To find his average monthly pay, divide his total pay on covered jobs by the number of months between January 1, 1937, and the date he is 65 (or any later date when he retires).

The amended Act provides "that each worker's monthly benefit shall be individually determined on the basis of his own earnings, according to the following formula: 40 per cent of the first \$50 of the average monthly wages, plus 10 per cent of the next \$200 of average monthly wages, plus 1 per cent increase on this amount for every year in which he earned at least \$200 in covered wages."

The maximum monthly benefits paid a retired worker and his dependents, or for all survivors, is \$85, or twice his monthly benefit rate, or 80 per cent of his average monthly wage, whichever is least.

The unemployment division of the Social Security Act provides for a Federal tax on employers. The entire pay roll of employers of eight or more persons is taxed 3 per cent, except wages in excess of \$3,000 a year to any one employee. The Government however, allows a deduction up to 90 per cent



of the Federal tax to be paid as the state tax into a Government-approved state unemployment compensation fund, provided, however, that the deduction from the Federal tax shall not exceed the amount of the state tax.

Monthly old-age insurance benefits are paid a worker retired from active labor, if he is 65 years of age or over; if he has worked on a job or jobs covered by the law; and if he has earned \$50 or more in each of a certain number of calendar quarters.

Calendar quarters are the four 3-month periods beginning January 1, April 1, July 1, and October 1 of any year. The quarters in which the worker earned \$50 or more on covered jobs are called "quarters of coverage."

To receive benefits under the Act, a worker must have had at least one quarter of coverage for each two quarters of the calendar years after 1936 and before the quarter in which he becomes 65. In any case, he must have had at least six quarters of coverage. When he has had 40 quarters of coverage, he is qualified as long as he lives.

A worker is considered currently insured when he has had not less than six quarters of coverage in the three years preceding the quarter in which he died.

Thus, if the employee's sixty-fifth birthday came in February, 1940, he could have applied for benefits then if he had received, from covered jobs, as much as \$50 a quarter in any six quarters of 1937, 1938, and 1939.

If the worker was 18 years old in 1939 and if he earned as much as \$50 per quarter throughout the next 10 years on jobs covered by the law, he would be qualified at age 28 for old-age benefits at age 65 and he would remain qualified even though he never again worked on a covered job.

If he is at work after 65, he may claim his benefits whenever he retires, provided he has enough quarters of coverage; that is, at least six quarters, or a number equal to one-half the calendar quarters after 1936 and up to the beginning of the quarter in which he becomes 65.

The amount due a retired worker monthly under the Act consists of his primary benefit and any supplementary benefits to which he may be entitled. The arithmetical

computations involved are best illustrated by the following case:

Assume that a man was employed at \$150 a month from January 1, 1942, to June 30, 1954. An accident then forces him to stop work. If he becomes 65 years of age on February 11, 1960, he will be entitled at that time to a primary monthly benefit of \$28.60, because he will be considered fully insured. He will have had 40 quarters of coverage.

His primary monthly benefit would be computed as follows:

From January 1, 1942, to June 30, 1954, is 50 quarters, or 150 months. His total wages amounted to  $150 \times \$150$ , or \$22,500.

The total time from January 1, 1942, to December 31, 1959, the quarter before he became 65 years old, is 18 years, or 216 months.

His average monthly wage is found by dividing his total wages, \$22,500, by the total time, 216 months. This gives \$104.17.

The primary monthly benefit is found as follows:

|  |         |
|--|---------|
| 40% of \$50 .....                          | \$20.00 |
| 10% of \$54.17 .....                       | 5.42    |
|  | <hr/>   |
|  | \$25.42 |
| 1% of \$25.42 = \$.2542, x $12\frac{1}{2}$ |         |
| (years of service) .....                   | 3.18    |
|  | <hr/>   |
| Primary monthly benefit .....              | \$28.60 |

The retired worker would also be entitled to supplementary benefits under the following conditions:

If his wife is 65 years of age or over and is not receiving, in her own right, a monthly benefit equal to or greater than one-half of the retired worker's monthly benefit, he will receive, in addition to his own benefit, an amount equal to one-half of his monthly benefit.

If he has any unmarried children under 18 years of age, he will receive, in addition to his own benefit, an amount equal to one-half of his monthly benefit for each child.

The Act provides for survivors' benefits in the case of a worker who was either "fully insured" or "currently insured" and who died after 1939, as follows:

To surviving widow 65 or over: three-fourths of worker's benefit rate.

To widow less than 65 years of age with dependent children in her care: three-fourths of worker's benefit rate.

To each unmarried dependent child under 18 years of age: one-half of worker's benefit rate.

To each dependent parent 65 or over, if there is no widow or dependent child: one-half of worker's benefit rate.

In no case will the total amount received

be more than double the worker's benefit rate.

The solutions to the following problems furnish the answers to some of the more common questions that are constantly arising as to how the several provisions of the old-age division of the Federal Social Security Act affect the worker.

Problems Relating to Social Security

1. A worker became 65 years of age in February, 1942. He was engaged upon work covered by the Social Security Act since 1939. What are the minimum conditions under which he would be fully insured and eligible to receive monthly benefits the rest of his life?

Answer: The minimum conditions under which he would be fully insured and qualified to receive monthly benefits the rest of his life are: [a] retirement from active labor at age 65; and [b] employment during 1939, 1940, and 1941 not less than six quarters, receiving not less than \$50 in wages each quarter.

2. Assume that a worker will earn \$100 a month from 1940 to 1950, inclusive, while employed upon work covered by the Social Security Act, and that he will then be unable to work again. Will he be entitled to the benefits of the Social Security Act when he becomes 65 years of age in 1958? Why?

Answer: Yes. This worker is "fully insured," because he has 40 quarters of coverage.

3. A worker insured under the Social Security Act was regularly employed at \$200 a month for two years. He was then idle for one year, at the end of which time he died. Would his estate be entitled to a death benefit if he left no survivor entitled to monthly benefits? Why?

Answer: Yes. He was considered "currently insured," because he had six quarters of coverage during the three years prior to his death.

4. A worker insured under the Social Security Act was regularly employed at \$200 a month for three years. He was then unable to obtain work for a period of two years, after which time he obtained covered employment. He died one year later. Would his estate or survivors be entitled to anything under his Social Security insurance? Why?

Answer: No. He was not considered "currently insured," because he did not have six quarters of coverage during the three years prior to his death.

5. A man was employed at \$250 a month from July 1, 1938, to December 31, 1951. He was then forced to give up work because of ill health. How much would his primary monthly benefit amount to if he became 65 years of age on January 26, 1958?

Answer: From July 1, 1938, to December 31, 1951, is 54 quarters, or 162 months. The total

wages are  $162 \times \$250 = \$40,500$ . From July 1, 1938, to December 31, 1957, the quarter before he became 65 years of age, is  $19\frac{1}{2}$  years, or 234 months.  $\$40,500 \div 234 = \$173.08$ , average monthly wages. The primary monthly benefit is computed as follows:

|   |         |
|---|---------|
| 40% of \$ 50.00 .....                           | \$20.00 |
| 10% of \$123.08 .....                           | 12.31   |
|   | \$32.31 |
| 1% of \$32.31 = \$.3231, $\times 13\frac{1}{2}$ |         |
| (years of service) .....                        | 4.36    |

Primary monthly benefit .....

6. Assume that the worker in Problem 5 had a wife who was 65 years old and two dependent children under 18 years of age. Find the total monthly benefit to which he would be entitled.

|                                    |         |
|------------------------------------|---------|
| Answer:                            |         |
| Worker's primary monthly benefit   |         |
| (see Problem 5) .....              | \$36.67 |
| Supplementary benefit of wife      |         |
| ( $\frac{1}{2}$ of \$36.67) .....  | 18.34   |
| Supplementary benefit of dependent |         |
| child .....                        | 18.33   |

Total monthly benefit .....

The total benefit, primary and supplementary, to which a worker is entitled under the Act is limited by law to not more than twice the primary benefit paid to him. Thus, in this case, he would not receive more than  $2 \times \$36.67$ , or \$73.34.

When the dependent children become 18 years of age, the benefit for the children ceases.

If the worker's wife had died or had not reached the age of 65, he would be entitled to a supplementary benefit of one-half of his primary benefit for each of the two unmarried dependent children until they became 18 years of age.

7. Suppose a man died, in 1950, at the age of 49, having been regularly employed at covered employment at \$225 a month from 1941 to 1950, inclusive. To what monthly benefit would his widow be entitled, if there were three dependent children?

Answer: The average wage is \$225 a month. The primary benefit is computed as follows:

|                       |         |
|-----------------------|---------|
| 40% of \$ 50.00 ..... | \$20.00 |
| 10% of \$175.00 ..... | 17.50   |
|                       | \$37.50 |

|   |         |
|---|---------|
| 1% of \$37.50 = \$.375, $\times$ 10<br>(years of service) .....       | 3.75    |
| Total primary benefit .....   | \$41.25 |
| The surviving widow is entitled<br>to $\frac{3}{4}$ of \$41.25 .....  | \$30.94 |
| Each surviving child is entitled<br>to $\frac{1}{2}$ of \$41.25 ..... | \$61.87 |
|   | \$92.81 |

But the widow would be entitled to \$82.50, because the law limits the total to twice the primary benefit,  $2 \times \$41.25$ , or \$82.50.

If there were two dependent children, the widow would be entitled to \$30.94 plus two times  $\frac{1}{2}$  of \$41.25, or \$72.19.

8. A man began working at covered employment when he was 25 years old and worked until he was 68 years old. During the 43 years of employment, his total earnings amounted to \$167,700, or an average monthly wage of \$325. When he retired, at age 68, his wife was 66 years old. Find the maximum monthly benefit to which he was entitled.

*Answer:*

|   |         |
|---|---------|
| 40% of \$ 50.00 .....   | \$20.00 |
| 10% of \$200.00 .....   | 20.00   |
| 1% of \$40.00 = \$.40, $\times$ 43<br>(years of service) .....        | 17.20   |
| Total primary benefit .....   | \$57.20 |
| Benefit of aged wife<br>( $\frac{1}{2}$ of \$57.20, or \$28.60) ..... | 28.60   |
|   | \$85.80 |

Although his average monthly wage was \$325, wages only to the amount of \$250 a month are counted in determining the monthly benefit.

Since \$85 is the maximum benefit payable under any conditions, the monthly benefit would be \$85 and not \$85.80.

9. A state employment compensation law provides for a tax of 3 per cent on all wages paid by an employer of eight or more persons on each of twenty or more days in twenty or more consecutive weeks in a taxable year. The tax does not apply on wages in excess of \$3,000 to any one employee in one year. Find the total tax paid by an employer whose taxable pay roll for one year is \$240,000. The Federal tax is 3 per cent.

*Answer:*

|  |         |
|--|---------|
| State tax ...3% of \$240,000 =             | \$7,200 |
| Federal tax 3% of \$240,000 =              | \$7,200 |
| Less 90% of \$7,200<br>(Federal tax) ..... | 6,480   |
| Net Federal tax .....                      | 720     |
| Total State and Federal tax =              | \$7,920 |

10. An employer's taxable pay roll for one year was \$84,000. If the state tax was 3.5 per cent, of which the employer paid 2.5 per cent and the employees 1 per cent, how much total unemployment tax would the employer pay?

*Answer:*

|  |         |
|--|---------|
| State tax paid by employer<br>2.5% of \$84,000 = | \$2,100 |
| Federal tax...3% of \$84,000 =                   | \$2,520 |
| Less 90% of \$2,520<br>(Federal tax) .....       | 2,268   |
| Net Federal tax .....                            | 252     |
| Total State and Federal tax                      | \$2,352 |

Since the total state and Federal tax is less than the Federal tax of 3 per cent of the pay roll, the difference between the \$2,520 (Federal tax) and the \$2,100 (state tax), or \$420, would have to be paid to the Federal Government.

The total state and Federal tax paid by the employer would, therefore, amount to \$2,520.



## Assistantships in Business Education

**A**S PART OF ITS EXPANDED PROGRAM, the Graduate School of the University of North Carolina is offering full-time graduate work in business education during both the regular term and summer sessions. Several graduate assistantships are being made available to business teachers who wish to study during the regular sessions. Holders of these assistantships ordinarily may carry as much as two-thirds of a regular study load and complete work for a master's degree in the usual time plus two six-week

summer sessions or one twelve-week session.

Because the work of the University in business education is assigned to the Woman's College, the assistantships are available there. They are open to both men and women. Degrees are conferred by the Graduate School of the University of North Carolina. Inquiries and applications for the assistantships may be addressed to Dr. McKee Fisk, Professor of Business Education, Woman's College of the University of North Carolina, Greensboro.

# Take Your Law Class to Court

*Bailments and Infants' Contracts—the sixth in a series of actual law cases, with the results and comments by the judge.*

H. G. ENTERLINE

*Professor of Accounting and Law  
Elizabethtown (Pennsylvania) College*

**L**ESSON to be learned: Receipts and delivery stubs should be carefully filed as evidence of payment or delivery. Failure to present such receipts may not always result in the loss of a case, but if they are presented as evidence, they greatly facilitate the establishment of the facts.

## *Mr. Jackson vs. Dry Cleaner*

In a suit to recover \$30, the value of an overcoat which was lost while being cleaned, the plaintiff's wife testified that she had delivered the overcoat, together with some other articles of clothing, to the defendant and received his ticket for them. Two weeks later she returned for the clothes and presented the ticket. The overcoat, however, was not finished. At the end of another two weeks she called for the overcoat, but it could not be found.

Later, both husband and wife returned. The plaintiff, his wife, and the proprietor searched for the coat through the entire establishment without success. During the search, the ticket was mislaid and could not again be located.

Plaintiff presented sample of material from which coat had been made as evidence of the value of the coat. Testified that he had worn the coat for about one year.

The defendant admitted in general the story related by the plaintiff and his wife. He testified that he thought he had returned the coat to the plaintiff's wife and demanded presentation of his ticket, saying that he thought he should not be held responsible if the plaintiff had no ticket. When questioned closely by the judge as to his opinion of what had *really* become of the coat, he replied: "Well, 90 per cent I'm right; and 10 per cent I'm wrong." He insisted that

he could not be held liable unless the ticket was presented. Judgment was for the defendant in the amount of \$22.50.

## *Auto Service Dealer vs. Infant Tire Buyer*

Lesson to be learned: Infants are liable for necessities if a reasonable amount is charged.

In a suit to recover \$6.50, the value of a secondhand tire, the plaintiff stated that the rear tire of car driven by a 17-year-old boy blew out in front of his service station. The boy seemed to be in a hurry and could not wait to have the old tire repaired. The dealer stated that the old tire was pretty badly damaged anyway.

When the boy inquired about the cost of replacing the tire, plaintiff showed him a rack of secondhand tires with the prices clearly marked. The dealer testified that the boy made his own selection, and denied that he had exerted pressure in any way. The defendant promised to return the next day and pay for the tire but failed to do so.

The defendant testified that while he was driving his car to work one of his rear tires blew out and was almost completely ruined. Defendant's shop was directly across the street. He testified that he was advised by the plaintiff to purchase another tire because of the difficulty of repairing the old one. Under the circumstances he agreed to do this, but had no money with him and promised to return the next day and pay for the tire.

He testified that the tire he purchased would not hold air and that it blew out the next day. He admitted that the price agreed upon was \$6.50. Upon inquiry by the judge as to what he thought the tire was worth, he stated, "It wasn't worth twenty-five cents."

Judgment for the plaintiff in the amount of \$2, which, in the opinion of the court, was a reasonable amount for the tire.

# Teaching the Classified Statement Of Profit and Loss

MAX BRODER

*High School, Jamaica, New York*

**T**HE motivation for a development lesson in the classified statement of profit and loss presents a problem and may easily end in telling the pupils facts that they themselves were supposed to discover. The trouble is twofold: Much of the work is not within the ken of the pupils, and there is a lack of uniformity as to the form of the statement.

For example, authorities disagree on the classification of such items as Discount on Sales and Bad Debts. Under these conditions, the teacher can only adopt some form and orient the pupils to it.

In the light of these difficulties and in the interest of expediency, though possibly at the expense of "pure" motivation, may we suggest that the "Gestalt" method be used for teaching the classified statement of profit and loss?

The Gestalt method presents to the pupils the completed unit at the outset. They see at once what they will eventually master. The learning process consists in taking apart the whole and seeing relationships between parts or details on the one hand, and between parts and the whole on the other. Then the parts are fitted together again to form the whole. The need for analyzing the details will permit ample reflective thinking and stimulate genuine interest.

The primary purpose of this article is to demonstrate the Gestalt method of teaching the classified statement of profit and loss.

## *Lesson Plan*

*Topic:* The Classified Statement of Profit and Loss.

## *Aims:*

1. To learn the reasons for classifying the expenses in the statement of profit and loss.
2. To learn the classifications and the expenses included in each.

## *Preparation:*

Distribute a complete classified statement of profit and loss in duplicated form. (Use textbook or any other approved model.) The class is to study this statement. This is like showing the public a new automobile model. Persons who are acquainted with last year's model inevitably make comparisons.

## *Presentation:*

**TEACHER.** An accountant prepared this statement at the end of the year. Where did he get the information for this statement?

**STUDENT.** From the trial balance and inventories (additional data).

**TEACHER.** What is the name of the first section?

**STUDENT.** The trading section.

**TEACHER.** What is the name of the next section?

**STUDENT.** The operating expense section.

**TEACHER.** Compare carefully this section with the one we have been using. What changes do you notice?

**STUDENT.** The expenses come under headings; they are classified.

**TEACHER.** How have we been showing the expenses up to now?

**STUDENT.** All under one heading—Operating Expense.

**TEACHER.** Why is this statement better than the old one?

**STUDENT.** It gives more information. It shows the expense of selling, etc.

**TEACHER.** Why is it desirable to have this information?

**STUDENT.** We can see how well the business is being managed. We can put our finger on weak spots, and it helps us to formulate efficient policies.

**TEACHER.** What expense classifications do you see?

**STUDENT.** Selling, etc.



TEACHER. What is meant by "selling expense"?

STUDENT. Expenses connected with sales and shipping departments.

TEACHER. Why is advertising a selling expense? Depreciation of delivery equipment?

STUDENT. Advertising stimulates sales; delivery equipment is used for delivering goods sold to customers.

(Follow the same procedure in analyzing the other classified expenses).

Summary of the Lesson:

TEACHER. What is the total operating expense?

STUDENT. \$xxx

TEACHER. Into what classified sub-totals is this divided?

STUDENT. Total selling expense \$xx, total general expense \$xx, etc.

TEACHER. What is the advantage of having this information?

STUDENT. It leads to more efficient management, etc.

TEACHER (for rapid drill on classifications). Classify rent, delivery expense, etc.

STUDENT. General expense, selling expense, etc.

Application:

Distribute duplicated copies of an old (unclassified) form of statement of profit and loss. The class is to prepare the new classified statement from this old one.

Assignment:

Using a trial balance with additional data, prepare a classified profit and loss statement.

## Introducing the Installment Buying Formula

J. PHILIP BROMLEY

State College, San Diego, California

IT has always been difficult for my students to understand where the time factor comes from in the installment buying formula. Even after it has been explained that the time is determined by adding up the months of the total interest period, they still do not see why that particular arrangement should be used.

A number of different ways of explaining the situation were tried with no satisfactory results until installment buying was analyzed in the light of what the student already knew.

The following procedure is now used with an encouraging amount of success:

Review percentage and interest formulas. It is wise to build new material on experiences that the student has already had. In view of this fact, the percentage formulas are reviewed.

The formula for calculating percentage:  
 $\text{Rate} \times \text{Base} = \text{Percentage}$

The formula for calculating base:

$\text{Percentage} \div \text{Rate} = \text{Base}$

The formula for calculating rate:

$\text{Percentage} \div \text{Base} = \text{Rate}$

The student is shown the relationship between the base of the percentage formula and principal of the interest formula, and the relationship between percentage, and yield and interest charge. The student is also shown the close relationship between interest formulas and percentage formulas. Formulas for determining rate, yield, and principal:

$\text{Principal} \times \text{Rate} \times \text{Time} = \text{Yield or Interest Charge}$

$\text{Yield} \div \text{Rate} \div \text{Time} = \text{Principal}$

$\text{Yield} \div \text{Principal} \div \text{Time} = \text{Rate}$

Introduce the installment buying formula:  
 $\text{Interest Charge}$

$\text{Interest Charge} \div \text{Rate} = \text{Time}$

$\text{Payment} \times \text{Time} = \text{Principal}$

$\text{Payment} \times \text{Time} = \text{Principal}$

12

It is pointed out to the student that this formula can be written like an interest formula with which he is familiar:

$$\text{Yield (Interest Charge)} \div \text{Principal} \\ (\text{Monthly Payment}) \div \text{Time} \left( \frac{\text{Time}}{12} \right) \\ = \text{Rate}$$

It should be called to the student's attention that 360 days could be used, just as in interest problems, but 12 months makes an easier problem; and, since we are dealing with monthly installments, 12 is a more suitable number.

The purpose of the installment buying formula should not be overlooked; namely, to determine the true rate of interest charged on the unpaid balances.

Apply the formulas. Show the student that the same results can be achieved with both the installment buying formula and the interest formula:

*Installment*

$$\begin{array}{r} \$30 \\ \hline 45 \end{array} = 40\%$$

$$\begin{array}{r} \$20 \times \text{---} \\ 12 \end{array}$$

*Interest*

$$\begin{array}{r} 45 \\ \$30 \div \$20 \div \text{---} = 40\% \\ 12 \end{array}$$

Now we come to the real purpose of this article. After the student sees the similarity between the interest formula for calculating rate and the installment buying formula, an attempt is made to explain the reason to him for using the particular time factor applied in installment buying.

The following example will serve as an illustration:

|                         |              |
|-------------------------|--------------|
| Installment price ..... | \$250        |
| Down payment .....      | 50           |
| Unpaid balance .....    | <u>\$200</u> |

The unpaid balance is to be paid off in four months in \$50 payments. Interest will be charged on the unpaid balance each month at the rate of 6%. Find the interest charge.

*Interest at 6% for 1 Month*

|                              |        |
|------------------------------|--------|
| On \$200 (or 4 \$50's) ..... | \$1.00 |
| On \$150 (or 3 \$50's) ..... | .75    |
| On \$100 (or 2 \$50's) ..... | .50    |
| On \$50 (or 1 \$50) .....    | .25    |

10 \$2.50

Explain to the student that the same results could have been obtained by adding up the number of \$50 loans (10) and solving one instead of four interest problems. For example:

Interest on 10 \$50's (or \$500) at 6% for 1 month is \$2.50.

*Proof by Example*

$$\begin{array}{r} \$50 \\ .06 \end{array}$$

\$3.00 ..... Interest for 1 year on \$50

$3.00 \div 12 = \$ .25$  .. Interest for 1 month on \$50

$.25 \times 10 = \$2.50$  .. Interest for 1 month on 10 \$50's (\$500)

Interest on \$50 at 6% for 10 months is \$2.50.

*Proof by Example*

$$\begin{array}{r} \$50 \\ .06 \end{array}$$

\$3.00 ..... Interest for 1 year on \$50

$3.00 \div 12 = \$ .25$  .. Interest for 1 month on \$50

$.25 \times 10 = \$2.50$  .. Interest for 10 months on \$50

Proceed then to apply the formulas with which the pupil is familiar to a problem he has already solved.

What is the interest charge if the payments are \$50, the rate 6%, and the time 10 months?

$$\text{Principal} \times \text{Rate} \times \text{Time} = \text{Yield} \\ 10 \\ \$50 \times 6\% \times \text{---} = \$2.50 \\ 12$$

What is the rate per cent if the interest charge is \$2.50, the payments \$50, and the time 10 months?

$$\text{Yield} \div \text{Principal} \div \text{Time} = \text{Rate}$$

$$\frac{\text{Interest Charge} \div \text{Monthly Payment}}{\text{Time}} = \text{Rate}$$

$$\frac{\$2.50 \div \$50}{\frac{10}{12}} = 6\%$$

Solve an installment buying problem. Find the rate per cent that is charged on the installment payments if the cash price is \$260, the installment price \$300, and the unpaid balance is to be paid off in 8 months.

\$300 Installment Price  
—260 Cash Price

\$ 40 Interest Charge (Carrying Charges)

\$300 Installment Price  
— 60 Down Payment

\$240 Unpaid Balance

*Total Months for 8 Payments*

1 month  
2 months  
3 months  
4 months  
5 months  
6 months  
7 months  
8 months  
—  
36 months

\$240 ÷ 8 (months to pay off balance) =  
\$30 (amount of monthly payment)

Formulas:

$$\frac{\text{Interest Charge}}{\frac{\text{Payment} \times \frac{\text{Time}}{12}}} = \text{Rate}$$

$$\frac{\$40}{\frac{\$30 \times \frac{12}{36}}{12}} = 44 \frac{4}{9}\%$$

$$\frac{\text{Interest Charge}}{\text{Payment}} \times \frac{12}{\text{Time}} = \text{Rate}$$

$$\frac{\$40}{\$30} \times \frac{12}{36} = 44 \frac{4}{9}\%$$

$$\frac{\text{Interest Charge} \div \text{Payment} \div \text{Time}}{\text{Rate}} =$$

$$\frac{\$40 \div \$30 \div \frac{12}{36}}{12} = 44 \frac{4}{9}\%$$

With the above explanation, the student seems to have much less difficulty in working his installment buying problems.

Perhaps the explanation is a little detailed at some points, but overemphasis of a step usually gets better results than assuming the student knows more than he does. To enjoy mathematics, the student must enjoy success; and to enjoy success, he must understand thoroughly what he is doing.

## School Prepares Boys for Self-Support

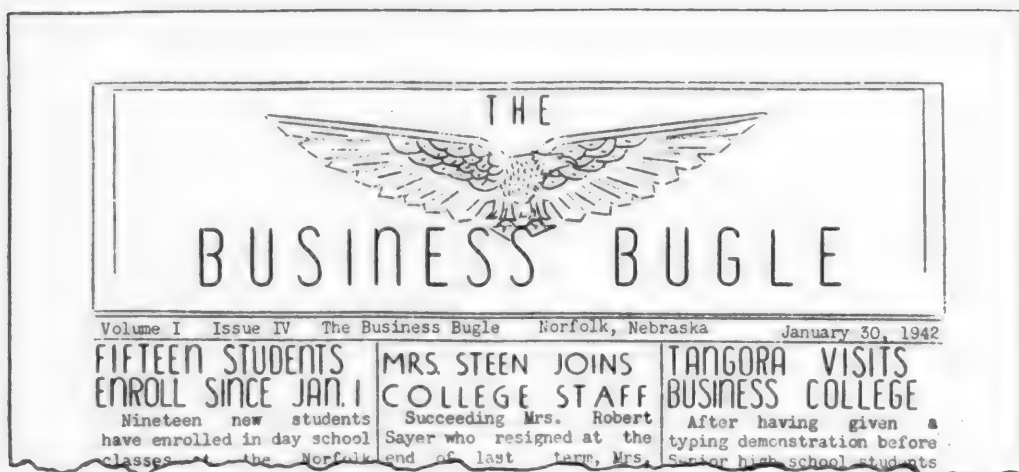
**M**ORE THAN A THOUSAND orphan boys, ranging from four years old upward, participate in the educational opportunities offered by the Hershey Industrial School, at Hershey, Pennsylvania, which operates with a trust fund of about \$80,000,000. M. S. Hershey, the chocolate king, willed his entire fortune to the school.

The major aim of the school is to prepare the boys to be self-supporting American citizens by the time they are eighteen. The Department of Business, of which William Landis is head, assumes the same responsi-

bility as do the vocational shops. Even before the present employment boom, the Hershey school was placing all its business graduates.

The school assumes responsibility for job placement and follow-up guidance. A full-time placement officer is employed.

Upon graduation, each graduate is given enough clothing to last at least one year and is given a bank deposit of \$100, which is added to the savings that he accumulated from the weekly allowance he received while he was in the Hershey school.



## School Paper Suggestions

DOROTHY M. JOHNSON

**D**ETAILED suggestions for publishing a school paper are given by Miss Olive Mallow, of Bethel (Ohio) High School, in a letter she wrote to this department, as follows:

"We have been putting out a little magazine-newspaper, the *Town Crier*, for the past two years in the Commercial Department of our high school, and we find it a very interesting and worth-while project, if at times a bit on the strenuous side.

"Last year I planned the paper as a project of the office-practice class, and the skills necessary to the production of the paper were practiced through individual job assignments of the course.

"This year I have not been able to work an office-practice class into my schedule, but I have used the following plan. I call the whole staff together for one period—including home-room reporters—to discuss preliminary plans for each issue. I have a list of definite suggestions planned ahead of time, and I obtain other suggestions for the issue from the staff. Then some of the pupils type a copy for each person on the staff. The home-room reporters announce the

coming issue to all the pupils, making suggestions for poems and articles to be contributed by the school. Personals are to be handed to the personal editor. Class points are to be given for any article published.

"While the personnel of the staff remains about the same, this year I name a different group of editors for each issue, just before the editorial page is printed. The places depend on responsibility assumed by pupils toward each issue. The boy named as editor for the current issue was not a member of the original staff selected by the faculty last fall, but joined the staff voluntarily. A few other pupils who have shown no inclination for the work have been dropped.

"We are not permitted to use commercial ads in our paper, but we find that we can pay for all materials and still realize a small profit with which to purchase materials needed in the work. The current issue was sold for 2 cents. This year we were not able to have an art class, so the entire project is worked out by commercial pupils."

Miss Mallow also gives some suggestions in answer to a question we recently published from Mrs. Lurene Miller, of Garden City,

Minnesota. Mrs. Miller asked how her student journalists could inject humor into their paper without using cut-and-dried formulas and depending on gossip columns. Here is Miss Mallow's reply:

"I think humor can be injected into the paper to some extent by suggesting ahead of time possible subjects for humorous feature stories—themes can be of seasonal nature or they may center around experiences in the school life. After these stories are submitted, they can be illustrated by staff artists, to add interest to the story and to enhance the appearance of the printed page. Humorous poems, stories, and book reviews afford opportunity for creative expression. The humor column may be enlivened by brief humorous descriptions of some of the social activities."

Miss Mallow makes another good suggestion: that the magazine type of publication seems preferable to the newspaper, because it can be produced less often and at seasons of the year that supply a natural incentive for the development of art and literary subjects.

A monthly magazine that represents hard work and excellent practice in duplicating is *The Rambler*, sponsored by Sister M. Cuthbert, of Charleston (West Virginia) High School. All the work on it is done after school hours. *The Rambler* reports on activities in the several departments of the school. The cover of one issue that I saw was dressed up with a design run in red ink; in the border were bells that glittered because coarse silvery powder adhered to them. I wouldn't guarantee that a little glue was used before the silver powder was applied, but that might be how it was done.

### *Shorthand Journalism*

*Steno-Memo* is an all-shorthand paper, published monthly by the Amanuensis Club of Trenton (New Jersey) Central High School. Miss Mary Lapin is sponsor. Members of the club divide themselves into committees to write the shorthand, make stencils, run the duplicating machine, and distribute the copies free of charge to all pupils who are enrolled in shorthand. The masthead of *Steno-Memo* consists of hand lettering and typing. Names of people mentioned in

the shorthand news are typed in place between the shorthand characters.

Future office workers need to know how to use the hectograph as well as the stencil duplicator. *Worth-While Notes*, of Cathedral High School, Denver, Colorado, is a hectographed shorthand paper. Sister Margaret de Sales writes that the first-year shorthand class publishes one issue of the paper each week and the second-year students publish another. Green, purple, red, and blue are the colors used.

### *College Publications*

*Bits from Business*, of Eastern Illinois State Teachers College, Charleston, is especially notable for its lively and mature journalistic style. You don't have to know the people in order to understand what is being reported. *Bits from Business* maintains keen professional interest among students by reporting the activities of former students who are now employed. Our copy came from Dr. James M. Thompson, associate professor and head of the Department of Commerce.

Another good college paper is *The Business Bugle*, published by the Norfolk (Nebraska) College of Business and sponsored by Miss Jean Zook. Part of the first page of this paper is shown on the preceding page. Shorthand entitled "Notes from My Notebook," is a feature of this paper. Several illustrations advertising "Buy Defense Stamps" are used throughout. That's a good idea for every paper to adopt.

Many student papers don't carry the name of the teacher-sponsor on the masthead. The teacher really deserves credit.

That's all for this time, except this reminder: The supply houses from which you get your duplicating materials can give you suggestions you may not have had before.



MORE AMERICAN BOYS AND GIRLS are attending college in the United States than in all the rest of the countries of the world put together.

There are nine times as many children in the high schools of America as were there forty years ago.



# A Study of Prognosis in Shorthand

MARSDON A. SHERMAN  
*Salinas (California) Junior College*

MANY students begin the study of shorthand, only to fail at the end of the first or second semester of work. It seems a great waste of human resources that this group should emerge from the experience with little to show for their efforts but the scar of failure.

It was my wish to analyze shorthand and to determine the actual mental and physical activities participated in by first-year students. This done, comparable activities in other fields were taken as factors that might lead to the ability to predict correctly the success of first-year shorthand students.

The factors finally chosen were as follows:

1. Reading comprehension
2. Reading rate
3. Penmanship quality
4. Penmanship speed
5. English achievement
6. Spelling
7. Typewriting
8. Speed of motor action
9. I. Q.
10. General grade-point average

The results of correlating the students' achievement in this list with their success in shorthand are set down on the following table of Pearsonian correlations.

|   |       |
|---|-------|
| 1. Shorthand achievement and reading comprehension .....        | -.017 |
| 2. Shorthand achievement and reading rate .....                 | -.036 |
| 3. Shorthand achievement and penmanship quality .....           | +.179 |
| 4. Shorthand achievement and I. Q. ....                         | +.218 |
| 5. Shorthand achievement and penmanship speed .....             | +.266 |
| 6. Shorthand achievement and spelling ..                        | +.382 |
| 7. Shorthand achievement and speed of motor action .....        | +.401 |
| 8. Shorthand achievement and typewriting achievement .....      | +.443 |
| 9. Shorthand achievement and English average grade .....        | +.543 |
| 10. Shorthand achievement and general grade-point average ..... | +.606 |

It would be well to clarify some of the reasoning that prompted this study. It may

also be valuable to point out the pitfalls, so that those who attempt the task in the future may save time and needless effort in covering the same ground that has already been studied to a great extent.

It was well understood from the beginning that teacher-given grades at best are not consistent and therefore cannot be assumed to be an accurate evaluation of student success or failure. To obtain another criterion for evaluation under the circumstances was impossible. Even if it were possible to set the standard for success evaluation, what would it be? There are possibilities of submitting the work of the students to a committee; but even there, difficulty would be encountered, as shorthand does not lend itself to mathematical definition.

When I surveyed the studies already made on the subject of prognosis, it seemed to me that others had concerned themselves more with long-term success in shorthand and success on the job than with success needed in the first semester of the study of shorthand.

My primary purpose was to discover those students who would fail the first or second semester of shorthand. It seemed needless to use factors in prognosis that had relatively no part in the mental or physical processes required of shorthand students.

To choose factors used frequently in other phases of everyday life was relatively simple, because there are so few of them. To find success in shorthand writing, there was only one factor to be considered for success in a comparable field, and that was ordinary longhand writing. For shorthand reading, the comparable factor was longhand reading. It was assumed that if a student could do one thing well, he could perform a similar skill relatively well. To use a homely simile, it might be reasonable to assume that an expert sprinter would be superior to his fellows in all other running activities that required fleetness of foot.

With this assumption, the study was made in the hope that a favorable correlation would be found and that the possibility of prediction would result in a great economy of human resources.

Analysis of all the apparent activities indulged in by a student in shorthand resulted in ten factors listed earlier in this report. These ten factors were the nearest to a counterpart of the students' shorthand activities that could be found. Their relation seemed a probable answer to discovering an index to shorthand success.

Insight or problem-solving ability is needed to some extent in shorthand. The only means available for measurement were the I. Q. tests given to the student when he entered high school. There is always a question as to whether such a test measures what it is supposed to measure, and if it does, how accurately.

The other factors chosen were chosen for the reasons mentioned above. The whole problem seemed logical and simple at the start. As the study progressed, however, and the correlations appeared, it was discovered that the actual predictive value of the factors was valuable only to a minor degree.

A higher correlation could have been arrived at if the factors had been grouped and a multiple correlation taken. This undertaking did not seem worth while, because even the multiple correlation would not have provided an adequate basis for conclusions.

Apparently, in view of this study and the other studies made, the factors of significance for prognosis have not yet been discovered.

### *Conclusions*

The low correlation between I. Q. and shorthand is one of never-ending interest. It is probably due to the coincidence that students with a high rating in a mental test frequently do low-grade shorthand work, and low-rated students often receive some of the better grades in shorthand.

This is interesting because, for some time in the past, I. Q. was considered an index to all student failures or successes. If we could eliminate all students falling below  $\sigma - 3$  and above  $\sigma + 3$  from our group in

measuring the shorthand factor,<sup>1</sup> we might discover a great deal higher correlation between shorthand and I. Q. In other words, a student with an average I. Q. tends to be an average shorthand student.

This reasoning brings out a possible factor to be considered in future studies. The writer refers to the factor of motive, or internal drive. This factor, in some measure, may be the answer to the low correlation between I. Q. and shorthand success. The failing student of high native ability undoubtedly tends toward failure in shorthand through sheer boredom, lack of interest, or lack of reason for taking shorthand, while the extremely low-ability student gives up because the goal seems too difficult.

### *I. Q. Does Not Determine Success*

The average student becomes successful in shorthand, but not necessarily in the same rank order as shown by his I. Q. in relation to other average members of the class. It has been found that some of the lower-average and slightly below-average students do better work than the upper-level students. An explanation of this would aid in answering the present I. Q.-shorthand dilemma.

It is my belief that much of it can be explained by drive. The desire and need that a student has for shorthand determines, to a degree, the amount of success he will have in it. Drive is present in every student in varying degrees, and if a method of measuring these degrees of drive could be discovered, it might prove the answer to future prognosis in shorthand.

The whole field of prognosis depends to a great extent upon varying factors of teacher-given grades, tests, and measurements, which are not conclusive in the results or certain of the things they purport to measure. To draw a conclusion derived from such uncertainties is futile. The best we can hope for is an indication of success. The task is one needing much more thought and work. Much of the problem lies in standardizing the tools. If this can be accomplished, the groundwork would be laid for great things in the future.

<sup>1</sup>Sigma = standard deviation; also called "standard error of estimate."

## Editorial Comments

MR. SHERMAN'S excellent study of prognosis in shorthand is so typical of most of the similar material that has been published on this subject that it affords us almost a summary of everything that has been done along these lines. His discussion of the I.Q. and success in shorthand is especially interesting, as it is a problem that all of us have met.

It is possible that there are other factors than drive. It seems reasonable that some of the failures of our high I.Q. students may be due to the teacher's failure to provide proper work for them. The high I.Q. student often becomes bored plodding along at the slow rate enforced by the necessity of "passing" some of the low I.Q.'s. The ideal answer would be ability grouping; but if that is not possible, the next best answer is some recognition and utilization of the superior ability of the superior pupil.

Mr. Sherman's best correlation is that between "general grade point average" and shorthand achievement. At first glance, it seems reasonable that pupils who have done generally good work throughout their school course would be more likely to do generally good work in any new subject than a group without that good record. There is a further consideration—the pupils who have received generally good grades in other subjects are likely to be those that have developed a certain skill in "lesson learning." They are the pupils who take the trouble to find out what the teacher wants and then give it to him in order to insure good grades.

### *How Much Does the Teaching Count?*

One factor apparently neglected by Mr. Sherman, but a factor that might easily vitiate such a study as this, is the quality of the teaching. We all know that one teacher is consistently more successful than another.

Delicate as such a procedure might prove to be, it might be very interesting to have such a study of correlations made with classes of a teacher known for getting good results and one known for getting poor results. (No, we don't know who is going to bell the cat! Would you like the job yourself?)

We are confident that such a comparison would give materially different correlations—an indication that the correlations depend as much on the type and quality of the teaching of shorthand as they do on any intrinsic relationship between the learning of shorthand and the types of activities represented in the tests.

Another important distinction seems to be necessary between success in first-year shorthand and success in the final objective of the learning of shorthand—which is transcription. Many "lesson learners" have no trouble with beginning shorthand, but fail completely when it comes to the making of mailable transcripts.

### *English Skill Necessary*

Many of the failures that cause the apparent lack of correlation shown in Mr. Sherman's study, and in many other similar studies, are caused by faults in the teaching process, faults that are easily corrected; but the most serious cause of failure, and one that is difficult if not impossible to remove, is the lack of sufficient skill in the use of the mechanics of English.

Without a *ready* command of the conventions of written English, it is impossible to qualify on any properly constructed final examination in shorthand—a final examination that measures the ability of the pupil to turn out mailable transcripts at a commercially usable speed.

Such a test does not permit time for research in handbooks of English composition to determine where the apostrophe is to be placed. Either the pupil knows where it goes, or he is lost. If he takes time to find where to put it, he cannot maintain the required transcription speed; if he doesn't take the time, the letter is unmailable and, therefore, is given a grade of zero.

Correlations based on good teaching and such a final examination would give a very different set of figures from those found in the preceding article and elsewhere.

—L.A.L.

The function of education is not to remake the child, but to develop him.

—J. J. Rousseau

# Conservation Taught In General Business

AGNES L. SCHMIDT



IN 1935 the Wisconsin Legislature created a law requiring "adequate instruction" in conservation of natural resources in all public schools of the state.

The General Science class has been fulfilling this requirement from the scientific point of view. There is also a place in the General Business class for the teaching of conservation from the business (or financial) standpoint. Although not all phases of conservation can be discussed in a General Business class, because of the material that must be covered within a very limited period of time, the instructor can refer frequently to the conservation movement, and there are units where a considerable amount of conservation study can be made.

## *A Unit on Thrift*

Conservation is the *wise use* of our natural resources. This can be taught with the unit on Thrift. Thrift has been defined as care and wisdom in the management of *all* resources. As we protect our natural resources, we also protect our financial resources.

Some men and women who inherit wealth proceed at once to spend it without thought or care, while others put this wealth to wise use, letting it produce more wealth, more work, and more prosperity.

From Mother Nature the people of the United States inherited a wealth of natural resources, but many of these have been spent recklessly because of their vastness. The

forests are one of our natural resources that have been spent with a

free hand. We are just commencing to check up the accounts of this inheritance and to find that we have seriously cut into our capital.

We cannot always draw from a bank unless we put something in now and then. Man must give back to Nature part of what he takes. He cannot reap without sowing. As we manage our money so that we will have some for future use, we must also manage our natural resources because our future depends upon them.

The exploitation of our forests, minerals, water, and wild life means a scarcity of supplies, with resulting higher prices. Statistics of prices furnished by lumber and fuel companies will show the students how the cost of building and fuel supplies has increased. Newspaper clippings show that floods waste water and soil and also destroy wild life and property.

To my knowledge there is no General Business textbook written that discusses the subject of conservation with the unit on thrift. Very few conservation textbooks have been written for the high school student. Since many state departments prefer the textbook to be used only as a guide, with other books, up-to-date bulletins, and observations used in classroom teaching, a well-planned lesson combining the subject of thrift and the material gathered from various sources on conservation will present the combined material effectively.

A plan that is being used in the General Business classes in the Wausau Junior High School is presented here. The unit objective is to assure understanding and appreciation of the significance of thrift in its relationship to the conservation movement.

---

AGNES L. SCHMIDT is a commercial teacher in Wausau (Wisconsin) Junior High School, where she teaches five or six general business classes each semester. She has a degree from Whitewater State Teachers College, is studying at New York University, and is a member of Pi Omega Pi. She likes travel, collecting dishes, and writing, and has contributed to the Gregg Writer and other magazines.

---

### FIRST DAY

**Objective:** To understand thoroughly the meaning of the words *thrift* and *conservation*.

**Problems for class discussion:**

1. What is the meaning of the word *thrift*?
2. How does it differ from the word *saving*?
3. Name instances in which opportunity came to persons who were thrifty.
4. How does one's future life depend upon the wise use of money?
5. What is the meaning of the word *conservation*?
6. Compare the meaning of the word *thrift* and the meaning of the word *conservation*.
7. Why must we practice thrift in the conservation movement?
8. How does our future depend upon the wise use of our natural resources?

**Special Activities:**

1. Students may bring to class stories, pictures, and newspaper articles concerning thrift.
2. Oral reports on the lives of some thrifty men.
3. Each student finds a maxim on thrift.

### SECOND DAY

**Objective:** To know the history of our conservation movement.

**Problems for class discussion:**

1. What are the policies of some great nations that have conserved their natural resources?
2. Who were some of our early conservation promoters? What did each do in this work?
3. In what century did we begin to think seriously of conserving our natural resources? Why had we not started before this time?
4. Who are some of our present-day conservation promoters? What is each doing in this work?
5. What are some of the events in the past that made us realize the importance of conserving our natural resources?

**Special Activities:**

1. Oral reports on the lives of Gifford Pinchot, J. W. Powell, Theodore Roosevelt, John Muir, and other conservation promoters.
2. Oral report on the Muir Woods.

### THIRD DAY

**Objective:** To know and to appreciate what the local and state governments are doing to preserve and to restore our natural resources.

**Problems for class discussion:**

1. What is the local government doing toward the conservation movement? (Parks, wind-breaks, soil conservation, reforestation.)
2. What is the state government doing toward the conservation movement? (Wild-life

farms, game laws, state parks, fish hatcheries.)

**Special Activities:**

1. An oral report on an outstanding local project in the conservation movement.
2. An oral report on a nearby state project.
3. Presentation of some game laws that everyone should know.

### FOURTH DAY

**General Objective from the Fourth through the Ninth Day:** To know and to appreciate what the Federal Government is doing to preserve and to restore our natural resources.

**Specific Objective:** To understand what the Federal Government is doing for the Dust Bowl.

**Problems for class discussion:**

1. What is the "dust bowl"? Where is it?
2. What caused this dust bowl?
3. What program has the government planned to restore vegetation on it?
4. How is the restoration of vegetation in the dust bowl a thrift movement?
5. How does the lack of financial resources in this area affect people living in other sections of the United States?

**Special Activities:**

1. A summary of a magazine or newspaper article concerning the dust bowl.
2. Students may bring to class pictures of the dust-bowl area.

### FIFTH DAY

**Specific Objective:** To know what the Federal Government is doing to prevent floods.

**Problems for class discussions:**

1. What causes floods?
2. What large floods have occurred in the past?
3. Is the number of floods increasing or decreasing? Why?
4. How does the control of headwaters help prevent floods?
5. What part do farm woodlots play in the prevention of floods?
6. What part do grasslands play in the prevention of floods?
7. How is the Federal Government encouraging woodlots and grasslands?
8. Why is the Government building dams and levees?
9. Name and locate the large dams in the United States.
10. How do floods affect individuals, families, and the nation financially?

**Special Activities:**

1. An oral account of one of our past floods.
2. A written paper on one of the large dams in the United States.



## SIXTH DAY

*Specific Objective:* To appreciate the Federal Government's work in soil conservation.

*Problems for class discussion:*

1. Why has the Federal Government set up the Tennessee Valley Authority (TVA)?
2. How is the Government educating farmers to care for their soil?
3. What is meant by erosion, contour plowing, terracing, rotation of crops?
4. What relationship does each of the terms in Problem 3 have to soil conservation?
5. How do grasslands and woodlots conserve the soil?
6. How are our food costs affected by the soil that grows our crops?

*Special activities:*

1. Presentation of newspaper pictures or free-hand drawings of erosion, contour plowing, or terracing.
2. A student may tell the class how the Government has helped his father care for their soil.

## SEVENTH DAY

*Specific Objective:* To appreciate what the Federal Government is doing to conserve forests.

*Problems for class discussion:*

1. What steps has our Federal Government taken to preserve our forest supply?
2. Do you agree with the Government's program of having tax exemption of woodlots? Why or why not?
3. What department in Washington, D. C., has charge of the Forest Service?
4. What enemies do the forests have?
5. Why should we have a regulation for the cutting of Christmas trees?
6. How has the dwindling of our forests increased our cost of living?
7. What things do you use that are made from the forests?
8. Compare the waste in cutting timber to throwing away portions of a loaf of bread.
9. How does carelessness in caring for campfires affect individuals, families, and the nation financially?
10. Explain the thrift movement in saving old paper for re-use in paper manufacturing.
11. Why are we making a wise investment when we plant trees?

*Special Activities:*

1. Posters and cartoons showing forest conservation may be made.
2. A written paragraph on "How can I help to conserve the forests?"

## EIGHTH DAY

*Specific Objective:* To understand the Federal Government's interest in conserving minerals and oil.

*Problems for class discussion:*

1. Can all our natural resources be restored? Explain your answer.
2. Mention ways in which we have wasted our supply of oil.
3. How have we wasted our coal and iron supply?
4. How is the United States Bureau of Mines helping to preserve the nation's stores of minerals?
5. How can we use our mineral resources more economically in this country?
6. Will the cost of our minerals and oil products increase or decrease in the future? Why?
7. Explain the thrift movement in the method now being worked out to make use of old iron.

*Special Activities:*

1. A report on the United States Bureau of Mines.
2. Presentation of figures showing the waste of our minerals and oil.

## NINTH DAY

*Specific Objective:* To know the Federal Government's work in helping to protect wild life.

*Problems for class discussion:*

1. Give some reasons for having laws restricting the destruction of our wild life.
2. Who was John J. Audubon? What part did he play in the conservation of birds?
3. What is the Federal Government doing to protect migratory birds?
4. Where is Bok Tower? Why was it established?
5. How do our harvests depend upon birds?
6. What is the United States Bureau of Fisheries doing to preserve our fish?
7. Name some national parks that the Federal Government has set aside to protect and preserve wild birds and beasts.
8. What flowers are becoming extinct and should not be picked?
9. How does our wild life affect our cost of living?

*Special Activities:*

1. An oral report on the life of John J. Audubon.
2. A report on Bok Tower.
3. A report on the United States Bureau of Fisheries.
4. Students may make a booklet containing newspaper or magazine articles and pictures regarding the protection of wild life.

On the tenth day a review of the two weeks' work may be conducted in the form of a test. The contents of the test, of course, will depend upon the information which the teacher and class are able to obtain. A pre-test given at the beginning of the unit and again at its completion will indicate the im-

portance and value of presenting this work.

The students should be encouraged to become familiar with conservation magazines and to observe newspaper articles on the conservation movement. Original posters and cartoons made by members of the class will help make this unit impressive.

#### *Other Units in Conservation*

In the units on fire insurance and investments, the causes of fire and the methods of fire prevention can be explained. Skits furnished by the local fire department and presented by members of the class will be effective.

When the unit on travel is taught, the conservation of scenic beauty may be stressed. In many sections of the country, people receive their incomes from tourists. Will these tourists visit burnt-over and barren territory? Scenic pictures obtained from magazines can be placed on the bulletin board while this unit is being taught.

Businesses are organized to earn a profit by rendering services. Four elements are used: Natural resources, labor, capital, and management. A detailed discussion may be carried out on how our forests provide lumber for buildings needed in businesses; our rivers provide means of transportation and a source of power; our mines are our source of power and heat; our wild life gives us desired furs for clothing and food. Without natural resources we could not have business. Booklets and posters will make this material impressive.

It is essential for each student to appreciate the resources that we have and to feel his responsibility in preserving them.



THE B.E.W. has a new assistant editor, Miss Dorothy Angelon.

Miss Angelon has been on the staff of the BUSINESS EDUCATION WORLD for two years as an assistant to Miss Dorothy M. Johnson, production editor.

She is a graduate of the New Rochelle (New York) Senior High School and of Packard School, New York City, and attended Hunter College of the City of New York.



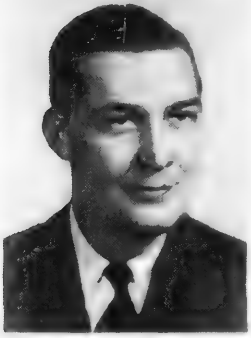
Many persons place orders by telephone. Very often these orders are for daily household needs, but many large and expensive purchases are also made in this way. Does a valid, enforceable contract result from a telephone order?

#### *The Textbook Outlook*

RISE in labor and material costs have resulted in price increases of many textbooks. J. R. Tiffany, general counsel of the Book Manufacturers Institute, states that within the past few years the cost of making a book has increased at least 35 per cent; binders' board has increased 40 per cent in the past year, cloth 25 per cent and thread 30 per cent, but actual increases in prices of books to consumers have not approached anything like these figures.

The wise school executive, even though he may feel assurance that he can get new books in 1942 to fill all his textbook needs, will not delay too long in ordering what books he needs lest conditions not now predictable bring about a less favorable picture later on.—*The Journal of Business Education*.

\*Yes, valid and enforceable contracts may be made orally as well as in writing.



## *Co-operative* Secretarial Training

WILLIAM E.  
HAINES

Mr. Haines is supervisor of commercial education, Wilmington (Delaware) Public Schools. At present, he is on leave, having a temporary appointment to the Business Education Service, U. S. Office of Education, Washington, D. C.

IT MAY be that the number of those who favor the secretarial co-operative idea is so preponderant that further "substantiation" is not necessary.

Nevertheless, the following question was put to several leaders in business education: "Do you look with favor upon the establishment of co-operative part-time classes in business education as a means of affording the student the opportunity to acquire in-training job experience?"

Here are their interesting replies:

FREDERICK G. NICHOLS  
*Professor of Education*  
*Graduate School of Education*  
*Harvard University*

I AM GLAD to be recorded in favor of work experience as a part of business education. Since we established co-operative courses in the high schools of Rochester in 1915, I have never wavered in my belief that work experience is an essential part of truly functional vocational business education.

Laboratory experience preceding actual work experience is of the utmost importance; but before the curtain is rung down on a vocational business-training program for any student, he should have had an opportunity to try his wings under actual working conditions of the office or store.

I am convinced that in any community where vocational business training should be

given there will be found opportunities for work experience as a part of the training program. I do not favor any particular co-operative plan. The one that is most feasible in any given community should be adopted. I fear that many omit this essential element largely because local conditions make it impossible to adopt a week-about plan. It is the work experience that counts, not the plan.

It should be made plain, also, that *any* kind of business experience is not what is meant. "Occupational experience" is the better term, since it seems to imply that experience will be obtained in the particular occupation for which the student is being trained. I am aware of the fact that any kind of work experience should be helpful, but unless that experience can be tied in very definitely with the training that is being given, it must fall short of its full contribution to the outcome.

It is no accident that the laws under which all Federal and state aid is given for vocational training cover only training that involves work experience, either in part-time schools, co-operative courses, or extension courses. The fact that this requirement in the first Federal vocational-education act is found also in the most recent one tends to suggest that twenty years of experience under the former act have demonstrated the validity of this requirement.

DR. IRA W. KIBBY  
*Chief, Bureau of Business Education, California State Department of Education*

CO-OPERATIVE PART-TIME CLASSES in business education are one of the best means of affording students the opportunity of acquiring the type of experience that they need before taking over the responsibility of a full-time job. Through such classes, the

experiences of the students are guided by a sympathetic employer and a teacher-co-ordinator who not only know the skills, work habits, and attitudes needed for efficient business employment but also understand how these habits may be developed on the job or in the classroom. An efficient co-ordinator understands how to bring into the classroom the type of material that the student needs to understand in order to perform his job effectively and efficiently.

There are many duties that an individual must perform in a job situation that are characteristic of the job and cannot adequately be taught in the classroom. A program of co-operative training gives the opportunity for a student to master these techniques under guidance so that he can go into the field of employment as an experienced worker.

RAYMOND C. GOODFELLOW

*Director of Business Education,  
Newark, New Jersey*

THERE IS VERY LITTLE QUESTION in anyone's mind at this stage of the co-operative training movement about the advisability of co-operative training. Undoubtedly, the best preparation a student can get to equip him for business can be obtained in an actual business situation.

More and more educators are beginning to realize and admit that students should and must have vocational training opportunities in order to become useful citizens. The alert business educator who is in a progressive administration can capitalize on this trend by organizing and conducting co-operative part-time classes.

The only debatable question is whether school administrators are quite ready to go to all the administrative trouble that is necessary in arranging a co-operative training program. From talking to other business educators as well as administrators, I gather that the feeling is that we are not quite ready to launch co-operative programs on a large scale. Several years of additional education and publicity will be necessary before administrators will accept the responsibility for arranging co-operative programs as an integral part of their school schedule.

Until the co-operative training program becomes more universally accepted, it must remain the responsibility of the individual business educators who are in a favorable position to organize, develop, and publicize co-operative work.

JACK MILLIGAN

*Chief of Business Education Division,  
Michigan State Board of Control  
for Vocational Education*

IT IS MY FIRM CONVICTION that co-operative part-time classes in business education offer one of the most practical means at our disposal for enabling students to secure a very practical education.

One of the criticisms of business education has been that we have carried on instruction in skill subjects only, with no thought being given to the relationship of these subjects to the actual work carried on in employment situations.

Of course, it is essential to realize that when we talk of co-operative training in business education we think of the type of instruction that co-ordinates activities on the job with instruction given in school. If such co-operative training is to be successful, there must be a definite tie-in between the job and the school instructional program. The instructor must act as a liaison person between the school and business; and, of course, it must be realized that this person should have a qualitative background of experience in order that he may make more efficient use of his business contacts.

My experience with this type of instruction indicates that if students are selected on an ability basis, and if they are placed in jobs that offer progressive training opportunities, such students become much more interested in the instructional program offered in school and in the end become better office employees.

Co-operative training tends to bridge the gap between instruction and employment, since the youth who are trained in this type of program have had specific office experience and become immediately employable upon the termination of their training program.

One other advantage that is inherent in

this type of training is that business offices and stores become the training laboratories, thus eliminating the necessity for expensive equipment setups in the public schools.

It is my personal opinion that if business educators throughout the country will grasp the true philosophy of co-operative training and will make a serious attempt to incorporate such work in their curriculums, much better relations between business and the schools will be developed and much more efficiently trained youth will be placed in employment.

DR. HAMDEN L. FORKNER

*Director of Business and Vocational  
Education, Columbia University*

LARGE NUMBERS OF YOUTH can be trained for certain occupations without the benefit of actual work experience, because they have the ability to generalize from school experience to a work situation. There are, however, far larger numbers who do not have this ability and need, instead, the actual experience of working with things and with people to prepare them adequately for an occupation. For them, the only satisfactory training consists of actual job experience.

When an actual work-experience training program is not available for these people, they take the first job that is open to them. Too often, the results are unsatisfactory, and they must be hired and fired a number of times before they get a work experience that prepares them for continued employment. The co-operative type of training program eliminates this tremendous social waste.

In addition, the actual tying-up of the educational program with a person's work experience gives much more meaning to the other subjects that he is taking in the school, and the entire educational program becomes more meaningful to him.

DR. EARL G. BLACKSTONE

*Associate Professor of Commerce and  
Education, The University of Southern  
California*

CO-OPERATIVE PART-TIME CLASSES in business education can serve as a means of

providing actual motivating and training experiences for students to supplement the more or less general classroom instruction. The administration of such classes involves a great many more problems than some teachers anticipate and calls for careful arrangement, supervision, and organization to prevent exploitation of students, assignment to offices where the experiences obtained are of mediocre value, and to avoid difficulties with labor organizations, which may feel that our students are taking jobs that should be assigned to people who need them more. None of these difficulties is impossible to overcome, but it is highly important that some capable organization outline the difficulties to be met and suggest effective ways and means of avoiding or overcoming them.

DR. PAUL S. LOMAX

*Chairman, Department of Business  
Education, New York University*

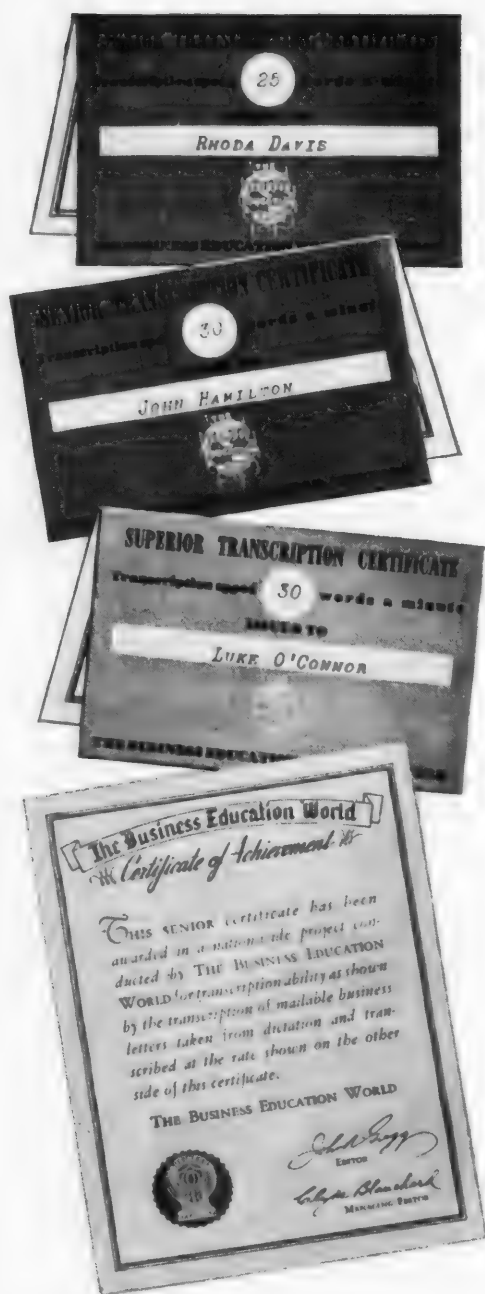
CO-OPERATIVE PART-TIME CLASSES seem to me to provide the best arrangement by which students may obtain practical business experience. This conviction springs from personal experience in the organization and management of such classes.

In line with the present-day emphasis of including more work experience in the curriculum, every secondary school and college preparing students for office and store employments should endeavor to obtain in-training job experience for its students.

Among the many essentials of a successful co-operative plan are these:

1. The school co-ordinator should be one who desires and knows how to deal with business firms effectively.
2. The co-operative business concerns should be those that sincerely believe in the educational soundness of the co-operative plan and that will, therefore, take a genuine, intelligent interest in the students.
3. The co-operative students should be those who are judged acceptable by the business concerns.
4. The participation of the students in the co-operative plan should be approved by the parents or guardians of such students.





### Attractive Two-Color Certificates For Your Transcription Students

THE B.E.W. AWARDS DEPARTMENT encourages your students to turn out more mailable letters at higher transcription speeds by awarding them attractive two-color Junior, Senior, and Superior Achievement Certificates. Write for your free information booklet about these projects. Address: B.E.W. Awards Department, 270 Madison Avenue, New York, N. Y.

# The B. E. W. Transcription For April

Prepared by RHODA TRACY, Metropolitan

Thousands of transcription teachers are regularly getting better transcription speeds by using the monthly B.E.W. Transcription Project—a double incentive to turn out good work—through the awarding of Certificate of Achievement and become more efficient. If you do not have a copy of the free booklet, write your request today to the Awards Department, 270 Madison Avenue, New York, N. Y.

Dictation material for April for the Junior and Senior B.E.W. Transcription Certificates is given here.

For the Junior Certificate, dictate the Junior project material at 80 words a minute; minimum transcription rate, 10 words a minute.

For the Senior Certificate, dictate the Senior Project material at 100 words a minute; minimum transcription rate, 15 words a minute.

Superior Certificate material is to be dictated at 120 words a minute and must be transcribed at 15 words a minute minimum. In the May and June issues of the B.E.W., a Superior Transcription Project will be published, giving your students two more opportunities to earn the Superior Achievement Certificate in transcription during the current school year.

All the transcribed letters must be mailable. Students whose transcripts are acceptable will receive certificates as soon as their work is passed by the B.E.W. Board of Examiners. Unmailable transcripts will be returned with helpful comments.

These tests are not in any way substitutes for the Gregg Writer Shorthand Speed Tests published in the Gregg News Letter. Students should pass the speed tests before they take these transcription tests.

The 10-cent fee for examination is to accompany the transcripts when they are submitted to the BUSINESS EDUCATION WORLD. Note that the closing date for the accompanying April projects is April 30.

# scription Projects

April



opolitan School of Business, Los Angeles

getting more mailable letters and higher transcription projects. Shorthand students have who submit mailable transcripts can earn attractive for membership in the Order of Business booklet about the transcription projects, send the Business Education World, 270 Madison

## The Order of Business Efficiency



The O.B.E. Pin

As soon as a student earns his Senior Certificate of Achievement in transcription, he becomes eligible for membership in the Order of Business Efficiency, a national organization of young business students who, through their daily school work, have shown an earnest desire to become efficient businessmen and women. The official insignia of the O.B.E., a gold pin, is shown here twice actual size. Encourage your transcription students to earn Senior Certificates so that they may join the Order of Business Efficiency and wear this impressive badge of achievement. Students may qualify for the Senior Transcription Certificate without earning the Junior Certificate.

### DICTATION FOR THE JUNIOR CERTIFICATE

*(Dictate at 80 words a minute. Transcribe at 10 words a minute or more)*

**Instruc-** Spell out difficult names in the address. Dictate the following inside  
**tions** addresses *before* starting to time the take. The letters are counted in 15-second dictation units.

*Letter No. 1. City Automobile Club, Market Building, Los Angeles, California.*

*Letter No. 2. Mr. Fred Simpson, 16 Ridge Drive, Los Angeles, California.*

**Letter** Gentlemen: I had intended to return to my home in New York, but the  
**No. 1** present war conditions have changed my / plans.

Now I must arrange an Easter vacation for my family here in California. Will you please write me / regarding some inexpensive hotels or resorts that would be pleasant for us? Yours very truly,

**Letter** Dear Sir: There are / many attractive hotels and resorts that your family  
**No. 2** would enjoy during the Easter vacation.

One of these (1) is in the mountains. It is called Snow Valley. There is no snow on the ground, however, as late in the year as / April.

Perhaps you would enjoy a vacation in the desert. The Red Sand Hotel is a very popular / resort at this time of the year. A swimming pool and tennis courts are made available to the guests. If you would / prefer not to stay in the large building of the hotel, you may rent one of the small cottages that are owned by the (2) hotel. You will receive the same excellent service in a cottage that you would in the main building.

Ocean View Camp / is near the ocean so that your family could enjoy many hours on the beach. Sometimes it is warm enough / to swim in the ocean in April.

We are sending advertising folders about all these resorts. Yours truly, / (240 standard words, including addresses)

## DICTATION FOR THE SENIOR CERTIFICATE

(Dictate at 100 words a minute. Transcribe at 15 words a minute or more)

**Instruc- tions** It is suggested that the class review the rules for capitalization (see *Government* in the first letter) and the rule for styling titles of books, magazines, and newspapers (note book title quoted, not underscored, in Letter No. 2). Spell out difficult words in the addresses. Dictate the following inside addresses *before* starting to time the take. The letters are counted in 15-second dictation units.

**Letter No. 1.** Chamber of Commerce, Los Angeles, California.

**Letters No. 2 and 3.** Mr. Walter Johnson, State Building, Los Angeles, California.

**Letter No. 1** Gentlemen: Will you please give me some information regarding the attitude of the Government toward exports to Latin American countries? Has a special committee been appointed to control the exports? What regulations have been made on prices?

I am also / interested in learning the new regulations regarding cable messages to foreign countries. Can you give me this information? Yours / truly,

**Letter No. 2** Dear Mr. Johnson: American goods will continue to be shipped to the Latin American countries and other friendly (1) countries, although the control over such exports has been extended.

A program of co-operation between various committees has been / started, and a new central committee has been appointed to take charge. Complete export control was announced several weeks ago.

Prices / will be controlled by a committee in Washington. Prices on many products have already been made. Merchants who have special problems may / write to the committee in Washington.

We suggest that you consult the latest edition of "The Export Guide." There is a copy of this (2) publication in our office, and you are welcome to come in to refer to it at any time. In this way you can learn about the / markets in which each merchant operates and about the materials in which he deals.

Another department will answer your question regarding / cable messages to foreign countries. Yours truly,

**Letter No. 3** Dear Mr. Johnson: The regulations that have been set up by defense agencies to / control the sending of telegrams and cablegrams to foreign countries are strict.

Messages regarding the shipment of material (3) or the location of ships must not contain the name of the ship or a description of the goods carried. No mention can be made regarding / the date of arrival or departure of the ship. Approximate dates may be used. All messages must be in clear English.

If you will call / at our office, we shall be able to give you further details, or you may get an instructions booklet. Yours truly, (400 standard words, including addresses)

# John Harris High School Goes to Work

SIDNEY and MARY EDLUND

THE John Harris High School is located on the outskirts of Harrisburg—an attractive, low, rambling building on the hill. But it might well be on the busiest corner of the city, so close is it to the business life of the city.

Horace G. Geisel, principal of John Harris High School, knows that most of his students will find their life work right in Harrisburg. So he is preparing them to be good citizens of Harrisburg—useful, efficient, and happy.

He leaves his office on the hill to join businessmen in the Kiwanis Club, the Shrine, the Council of the Boy Scouts, and the Y.M.C.A. A Harrisburg businessman serves as part-time co-ordinator, maintaining a close link between the school and the job. He has a reputation for "always having a job in his pocket for a deserving student."

The school has two counselors who study the students, their skills, and their aptitudes. We followed one of them, Miss Helen Graeff, from office to office, as she talked with men who are employing former students and with recent graduates who are going into business and industry. It was evident that school and community are working together with intelligence and insight to develop a generation of competent citizens.

The same spirit permeates the teaching staff of the John Harris High School. When a call comes in, "Mr. So-and-so wants a stenographer," the teacher of the stenographic class may say, "No, don't send Willie. She isn't the type he will want. She will be ideal for Mr. Blank. Send Mabel to Mr. So-and-so."

Because they understand some of the problems of Harrisburg businessmen, the commercial teachers recommend students only when they are really qualified for the work.

From the beginning of the school course, they try to impress on students the practical value of a good school record. At one time, teachers and counselors were concerned over the number of students who did not readily attain competence in stenography and accounting. Failures were too numerous, and they held back the general class level. Miss Graeff worked out tests and correlated them with actual achievement.

As a result of her findings, those students who, after one year of commercial work in junior high school, do not seem likely to succeed in stenography and accounting are advised to take a general clerical course. This course includes filing, typing, arithmetic, simplified banking, selling techniques, and the use of office equipment such as Comptometers, adding machines, and duplicating machines. The stenographic and accounting divisions now turn out students who have attained a high degree of proficiency.

The teachers in the John Harris High School are, to an unusual extent, "vocational-minded." For example, Miss M. Emma Eichelberger felt the need of giving her accounting students help in selling themselves when they looked for work. They were young. Many of them were shy. She believed she had given them good preparation. But in the employment interview, the employer was likely to consider only experience. The applicant needed skill to demonstrate that preparation in school and a good work attitude could often be substituted for experience.

Miss Eichelberger read in the BUSINESS EDUCATION WORLD about the success of the Man Marketing Clinic in helping people to apply salesmanship to job-hunting. She established a Man Marketing Clinic for her own students. So successful was her experiment that this year the Clinic serves both

stenographic and accounting students. Within another year it may be extended to other groups.

We visited the Clinic in January. We saw some sixty boys and girls, voluntarily staying after school for an hour to plan campaigns to land their jobs in June. One after another, they presented some phase of their job plans.

### *The Clinic at Work*

Doyle went to the front of the room and read aloud an analysis of what he had to offer an employer. This outline could be used as the basis for his conversation in an interview; it could be used in letter form to send as a follow-up after an interview. Or if vacancies were hard to find, it could be sent in letter form to many employers, to uncover job leads. But the most important purpose of this analysis was to show the student his own qualifications.

When Doyle finished reading, the group had some suggestions for him. He had effectively outlined his accounting skills; he was prepared to demonstrate them in his interview by using his portfolio. The portfolio contained a complete set of books he had originated for a typical business enterprise, samples of his ability to make out income-tax returns, and other proofs of his thorough training. As far as the skills were concerned, it was excellent. What it lacked was an analysis of the personal qualities which would be valuable to a bookkeeper, and some evidence that he had them.

There in class they worked out some of these requirements: accuracy; dependability; aptitude; the ability to stick to detail which, in a beginning job, might be monotonous; the ability to work smoothly with others. Then Doyle understood his problem—to demonstrate that he had some of these qualities.

Next Lucile was asked to outline her job campaign. She had done well in her shorthand course, so she expected to get her job leads from the high school counselors. If they did not know of vacancies which she could fill, she would apply to local employment agencies.

Lucile planned to work up a neatly bound

portfolio. In it she would include letters dictated and transcribed under specific regulations and indorsed by her teacher; samples of special letter and manuscript arrangements; awards for excellence in shorthand typing, and filing; letters of indorsement from her teachers.

In the Clinic, considerable attention is paid to the technique of making a good impression in the employment interview. Most people are likely to feel shy in a new experience. Young people need to plan their interviews and to rehearse them if they are to make a good impression. Richard was asked to enact a practice interview before the class.

One of the questions was, "Are you experienced?" Richard answered, "Well—no." After the interview, the class gave suggestions about how Richard could improve the impression he had made. We asked why he had hesitated slightly before saying he had no experience.

Richard replied, "Well, I have worked but it wouldn't help me any with an office job. It was just clerking in a store during the summer."

We asked how many in the class agreed with Richard. Up came a few hands. We asked how many thought a clerking job might have taught him things which would be valuable in an office job. Up came many hands, and the students named some useful things he might have learned: dependability (on the job all day every day), ability to get on well with people (the customers came back and asked for him), ability to work without supervision (when the boss was out or when Richard was sent on deliveries he worked just as steadily as when he was being supervised), accuracy (he made change correctly and only once had he forgotten an item in making up orders).

### *The Dutch Uncles of Harrisburg*

After students have had a practice interview in class, they are sent to interview one of the counselors. They may then have further practice—with the principal, the superintendent, or a local businessman.

Many of Harrisburg's leading business and professional men are enrolled as "Dut



Uncles" of the students. They gladly volunteer their time to outline to the Man Marketing Clinic the job opportunities in their fields and the requirements for success. They interview young applicants for practice, both before the class and in their places of business. They advise them about their job campaigns; they give them introductions; they are sometimes so impressed with their protégés that they hire them.

We talked with one of the Dutch Uncles, a banker with a twinkle in his eye. "Yes," he said, "I took Helen when she got out of school. She was quiet and reserved and it might have been hard for me to judge her value except for the portfolio she had. It told me all the things I wanted to know about her. I don't like to give tests to applicants because they are always nervous and don't do their best. So I was delighted to see in Helen's scrapbook the tests she had already taken in the school, where she could be herself."

"Is Helen doing a good job?" we asked.

"We couldn't be more pleased! She's already had a promotion and a raise. But let Helen speak for herself."

Helen was as enthusiastic as her boss. She loved her work. We asked if she ever tried to think how she could do a better job.

"O, I do that every night!" she answered. "For instance, recently we changed over our statement system. I made three suggestions for improvements and they have all been used."

We asked Helen if she were keeping a record of such accomplishments, so she could one day prove her right to promotion, perhaps to a man's job downstairs. "That's a good idea," said Helen. "But as a matter of fact, I *have* a man's job now! I'm the only girl who has had that job."

One year out of high school! This poised young woman with a friendly smile, an air of quiet assurance, and a very evident satisfaction with life was hardly the shy, retiring girl described by her teachers.

At the end of the first year of the Clinic, the superintendent of schools said he would like to see some of its results. Three seniors in the Clinic were sent to his office for practice interviews. One was hired for a

job in his own office! He has now had eight months to test the results of the Clinic—and reports complete satisfaction.

### *More Case Histories*

Another member of that first class was most eager to work in a bank and landed his job on his first interview. Miss Eichelberger asked Henry if he had used his portfolio.

"Yes," he said, "that got me the job. The man who interviewed me was so pleased with it that he showed it to all the officials, even the president. They said they had no idea such things were taught in high school."

We talked with Henry's chief. He supervises six boys from the Commercial Department at the high school. He said that every one of them is doing well. They seem to have a better attitude than many young people, because they had given some thought to what it means to do a good job, even before they started to work.

"For instance," he said, "the job Henry has now is fairly monotonous. Some of the boys complain. They don't think we know it, but it gets back. Henry has never complained."

We asked Henry why. "Because I can see it's a job I have to do if I'm to get ahead," he said.

Henry has his eye on a goal ahead, and that gives him a good work attitude.

In its vocational program, the John Harris High School tries to interest its students in additional schooling whenever possible. They have a large college preparatory course. To the others they try to give the skills that will enable them to fill beginning jobs, a plan for landing their jobs, and a good work attitude. The fundamentals in developing this attitude are a goal toward which they are working, a plan for realizing that goal, and a realization that good work will help them attain it. Couple that with the technique for analyzing what constitutes a good job and an objective estimate of their own contribution, and you have efficient workers—good citizens of Harrisburg.

[A reprint of the series of Edlund articles, "Pick Your Job and Land It," will be sent free to any of our subscribers upon request.—*Editor.*]



D. D. LESSENBERRY  
*President*

## Tri-State Commercial Education Association

*May 1 and 2, Hotel William Penn, Pittsburgh*

*Theme: Tests in Business Education*

THE THEME of the Tri-State Commercial Education Association spring convention is to be "Education in Relation to the War." The meeting is to be held May 1 and 2 at the Hotel William Penn, in Pittsburgh.

A semiformal reception and ball has been scheduled for the evening of May 1, and exhibitors' displays will be open for inspection during the entire evening.

Principal addresses at the morning session on Saturday, May 2, will be as follows:

"Hitler, Mussolini, and Petain As I Knew Them," Bernhard Ragner, Publicity Director, Pittsburgh Chamber of Commerce.

"Day After Tomorrow," Arthur C. Horrocks, of the Public Relations Department of Goodyear Tire and Rubber Company.

Dr. Jacob Meyers, of Western Reserve University, will be the luncheon speaker.



RUSSELL P. BOBBITT  
*First Vice-President*



THEODORE WOODWARD  
*Second Vice-President*



ETHEL L. FARRELL  
*Secretary*



ROBERT L. FAWCETT  
*Treasurer*

PROFESSOR D. D. LESSENBERRY, president of Delta Pi Epsilon, national graduate fraternity in business education, announces the second annual open contest for research studies of merit in business education completed between January 1, 1941, and January 1, 1942. The contest closes June 1, 1942.

To be eligible for consideration, research studies should be of significance to a large number of business teachers and should not have been the basis for articles written by the contestant which have appeared in

journals with nationwide distribution. The winning study will be published by the fraternity, and the author will receive fifty copies of his study. Free copies will be distributed to libraries.

Contestants are requested to express their studies, prepaid, to the Chairman of the Research Committee, Mrs. Helen M. Johnston, 392 Whitney Avenue, New Haven, Connecticut, before June 1, 1942. Inquiries concerning the contest should be directed to Mrs. Johnston.

# Is the Customer Always Right?

MARION M. LAMB

*(Continued from the March issue)*

IN the letters that follow, the customer's address is 218 Emerson Avenue, Johnstown, Oklahoma. This is to appear on each letter she writes. Her name, Mrs. John C. Haley, is to be typed, with room left above it for her written signature, Elizabeth Haley.

The letter from the store is to have an attractively arranged typed letterhead, which is to include the following information: Hall Brothers Department Store, Johnstown, Oklahoma. Telephone: JO 6000. The store's slogan, The Hall Mark Is the Quality Mark, should also appear.

The student should use his own initials in the stenographic identification on letters from the store.

## 7. FROM MRS. HALEY, DECEMBER 2

Mr. H. T. Hall, President, Hall Brothers Department Store, Johnstown, Oklahoma.

Dear Mr. Hall: I know that / you are a family man, for I have seen the picture of your wife and two fine boys in the paper many a / time. That is why I am writing in desperation to you instead of to that Mr. Zinsmeister in your / Adjustment Department.

I wish you would talk to Mr. Zinsmeister about a black velvet coat I bought at your store. (1) This coat has me so upset that I have lost four pounds, and over Thanksgiving, too. It's not that I mind losing the / weight, goodness knows, but I have an awful headache all the time.

I had this coat on for just a couple of hours one / night. We went to the theater with some business friends of my husband, and I really wore the coat just to and from / the theater. Of course I had it off in the theater. These friends didn't even take us to a night club after the (2) show, so you know that coat didn't get much wear. This Mr. Zinsmeister of yours admits himself that you could pass it / off on another

customer who would never be the wiser, but would he do that? Oh, no, all he's got is a / book of rules instead of a heart.

Now I never said in so many words that I didn't wear the coat, Mr. Hall, / but I wouldn't admit to Mr. Zinsmeister that I did. I figured that I didn't wear it any longer (3) than a lot of these women who go into stores and spend the whole afternoon slipping in and out of a coat and / parading in front of a mirror, all the time pretending they are going to buy it.

If you don't take back this / coat, Mr. Hall, you are breaking up a perfectly happy home and right at the Christmas season. After the theater / party that night, John said that he absolutely would not pay for that coat and he meant it. I've had to hide the (4) coat and your bills, for when John gets on his high horse, look out!

Now what I would like to know is this: why can't you take that / coat back when I have just sort of tried it on, you might say, and when nobody else would be able to tell that it / had been tried on? It seems to me that's only common sense, particularly when you think of my two children and / the rumpus there's going to be if you don't do something to help me. John and I have bought at your store for twelve years. (5) We even bought our furniture there when we were married, and this is the first favor I've ever asked of you.

I / appeal to you as a father, as a husband, and as an American—please take back that coat! Respectfully / yours, Elizabeth Haley (445)

## 8. FROM H. T. HALL, DECEMBER 4

My dear Mrs. Haley: In response to your letter of December 2, I have reviewed your correspondence with / Mr. Zinsmeister.

It is unfortunate that you did not immediately tell us your reason for wishing / to return the evening coat, for you could

have been saved a great deal of needless worry.

I am asking that you / come in to see me at your convenience to arrange for a plan of payment which will not deprive you of the coat (1) during this season, yet which will enable you to pay for it in sums so small that you will not miss them. I know / from the record of your purchases at this store that \$6 a month, for example, represent a negligible / sum to you, yet we could arrange for payment on that basis, the manner of payment to be designated / by you.

You are indeed one of our old friends, and we wish you to think of Hall Brothers Department Store as your (2) friend. We are always eager to serve you in any way possible. Cordially yours, Hall Brothers Department / Store, H. T. Hall, President (185)

9. FROM MRS. HALEY, DECEMBER 12

Mr. F. J. Zinsmeister, Adjustment Department, Hall Brothers Department Store, Johnstown, Oklahoma.

Dear Sir: / After wasting hours of time and losing five pounds of weight over that black evening coat, I finally wrote to Mr. / Hall, the head of your store. I am pleased to say that he arranged everything and relieved me from a lot of / worry.

Last night I decided to wear the coat, since I'm paying for it, and John said, "Say, that's some coat. When'd you get (1) that?" After all I've been through! I don't know whether it's the Christmas spirit or if business is picking up. / Anyhow, I'm sure that he'll be willing to pay for the coat now, so will you please tell Mr. Hall that it's all right just / to charge the \$39.50 on the December bill and to forget about our deal.

Also, / will you please tear up the letters I sent to you and Mr. Hall? I believe in burying the hatchet, and after (2) all, there's no use in letting everybody know your business. Sincerely yours, Elizabeth Haley (180)

Buy Defense Bonds and Stamps

## New Teacher-Training Course

BOSTON UNIVERSITY SCHOOL OF EDUCATION has announced the addition to its curriculum of a new four-year undergraduate program of business teacher training.

This program, which has recently been revised under the supervision of Atlee L. Percy, chairman of the Division of Commercial Education in Boston University, has for its specific aim the training of teachers of business subjects for public and private secondary schools and business schools. Paul L. Salsgiver, professor of commercial education in the School of Education, will direct the program.

This new curriculum has several features that are noteworthy departures from traditional practice. To mention but a few, there are, in the freshman year, the six-hour course in American Civilization and the courses in An Introduction to Education and An Introduction to Business Training. The course in American Civilization is designed to provide a background in the fine arts, sciences, literature, and social studies; the other two are offered to provide adequate educational and vocational guidance for business teacher-training.

In the senior year, there is a four-hour course in Student Teaching—offered on a laboratory plan—whereby those enrolled for the course are placed in suburban high schools for one semester for the purpose of observing and teaching classes under the guidance and supervision of the University supervisor and also the local high school teachers.

The faculty of the College of Business Administration and of the College of Practical Arts and Letters offer the business subject-matter courses; the faculty of the School of Education offer the professional education courses; and the business-education methods courses are offered by specialists in business education, some of whom are instructors in large city school systems. This type of curriculum organization is a particularly desirable one, for it enables the prospective teacher of business subjects to obtain a strong foundation in subject matter and professional training.

# Fraternities in Education

MARIAN W. SPEELMAN

*Hammond (Indiana) High School*

**BETA ALPHA PSI.** An accounting fraternity, open to both undergraduate and graduate men.

Founded in 1919 at the University of Illinois, the organization now has nineteen chapters and 4,061 members.

Officers: *President*, George E. Bennett, Professor of Accounting, Syracuse University, Syracuse, New York; *Vice-President*, F. H. Elwell, Professor of Accounting, University of Wisconsin, Madison, Wisconsin; *Councilor*, James M. McConahey, Lecturer in Accounting, University of Washington, Seattle, Washington; *Secretary-Treasurer-Editor*, Hazen W. Kendrick, Associate Professor of Accounting, University of Colorado, Boulder, Colorado.

Purpose: To encourage and foster high scholarship and the ideal of service as the basis of the accounting profession; to promote the study of accountancy and its highest ethical standards; to act as a bond between professional men, instructors, students, and others interested in the development of the study or profession of accountancy.

Qualifications for membership include a grade of B in accounting and at least C in other courses.

*The News Letter of Beta Alpha Psi*, published three times yearly, is edited by Hazen W. Kendrick.

Significant contributions include the sponsorship of essays written on accounting theory and practice.

**DELTA NU OMEGA.** A national fraternity for men, founded in 1925 at Burdett College, Boston. Incorporated in 1928 under the laws of the state of Massachusetts. There are sixteen chapters.

Officers: *Grand President*, Hiram N. Rasely, Executive Vice-President, Burdett College, Boston; *Grand Vice-President (Central)*, Dr. T. E. Musselman, Secretary,

Gem City Business College, Quincy, Illinois; *Grand Vice-President (Eastern)*, E. J. Hajek, President, Hagerstown Business College, Hagerstown, Maryland; *Representing Board of Governors*, W. A. Robbins, President, Lincoln School of Commerce, Lincoln, Nebraska. *District Governor for the Central Regional District*, W. M. Wootton, President, Lockyear's Business College, Evansville, Indiana.

Official Publication: *Delta Nu Omega—Theta Alpha Chi Bulletin*, published quarterly edited by Hiram N. Rasely.

Purpose: To promote scholarship among the members; to teach successful and harmonious association with members, fellow students, alumni, faculty, and employers.

**THETA ALPHA CHI.** A national sorority, founded in 1927, at Gem City Business College, Quincy, Illinois, and incorporated in 1940 under an Illinois charter.

There are twenty-three chapters, including one alumnae chapter.

Officers, official publication, and convention date same as for Delta Nu Omega. District Governors: Miss Evelyn Anderson, Gates College, Waterloo, Iowa, and Mrs. Marjorie Walker, Northwestern School of Commerce, Portland, Oregon.

Purpose: Theta Alpha Chi was organized for the purpose of offering young women an opportunity for stimulating association with other young women whose interests lie largely in a common field.

**EPSILON ETA PHI.** A national professional commerce-journalism sorority, founded in 1927, at Northwestern University, Chicago; incorporated under the laws of the state of Illinois.

There are 400 members, distributed among five active and two alumnae chapters, established in universities offering commerce and journalism.

Officers: *Grand President*, Grace Boyajian, 67 East Cedar Street, Chicago; *Grand Vice-*



*President*, Virginia Unkovich, 115 Cedar Avenue, Bellevue, Pennsylvania; *Grand Secretary*, Alice Marshalek, 1139 North Hoyne Avenue, Chicago; *Grand Treasurer*, Maudette Gordon, 1260 North Dearborn Street, Chicago.

Official publication: *Epsilon Eta Phi Magazine*, edited by Grand Scribe, Mrs. Leonard Tess, 4117 Belle Plaine Avenue, Chicago.

Membership is open to women students majoring in commerce or journalism in any accredited educational institution.

**KAPPA PI BETA.** A national fraternity for students interested in publication of the school newspaper.

Founded: 1932, at Central Normal College, Danville, Indiana, by students.

There are thirteen chapters, with a total membership of 800.

Officers: *Chairman*, Rose Marie Adams; *Vice-Chairman*, Opal Williamson; *Secretary*, Catherine Jones; *Treasurer*, Everett Green; *Keeper of Archives*, June Downen; *National Organizer*, Viola Williamson, all Danville.

The official publication is a column in *National Duplicated Paper Association Exchange*, published monthly under the supervision of Mrs. Blanche M. Wean.

Membership is open to those who have proved themselves capable in journalism. The organization serves to keep interest high among newspaper staff members.

The national meetings take place in conjunction with the National Duplicated Paper Association Conference.

**PHI GAMMA NU.** A professional sorority, open to women students majoring in commerce in any accredited educational institution.

Founded in 1924, at Northwestern University, Evanston, Illinois.

There are 1,200 members, divided among eight chapters located in the following universities: Northwestern, Boston, Denver, Iowa, Temple, Detroit, DePaul, Wyoming.

Officers: *President*, Bernice Hauber, 16 South Clinton Street, Iowa City, Iowa; *Secretary*, Doris Prosser, 5929 Keystone Street, Philadelphia; *Treasurer*, Marie Steinmetz,

636 Ridge Avenue, Evanston, Illinois; *Historian*, Helene Cranby, 1721 East 86th Street, Chicago.

Official publication: *The Magazine of Phi Gamma Nu*, issued twice yearly and edited by Virginia Van Loon, 4009 Berkshire Road, Detroit.

Purpose: To encourage school spirit and participation in school activities; to promote a standard of high scholarship; to further interest in civic and professional enterprises. Next meeting: Troutdale-in-the-Pines, Colorado, June 18, 1942.

**ALPHA PI EPSILON.** An honorary business-education fraternity for college-trained secretaries. Founded in 1933 at Los Angeles City College by Florence Manning. There are eighteen active chapters with a total membership of 550.

Officers: *President*, George Larson, Larson Junior College, New Haven, Connecticut; *Vice-President*, Florence Manning; *Secretary*, Logan Hart; *Secretary-Treasurer*, Helena T. McKelvey, all from Los Angeles City College; *Historian*, Effie Dossey, Junior College, Moberly, Missouri.

Official publication: *Notes*, edited yearly by Logan Hart, of Los Angeles City College.

Purpose: To stimulate an active interest in secretarial subjects among the more intelligent college students.

Qualifications for membership: Grades of A or B in 13 units of shorthand and typing, and a 2.2 average in all college work.

**PHI GAMMA ALPHA.** A national accounting fraternity limited to men, founded in 1931 at Strayer College, Washington, D. C.

Founded by Percy E. Sackett, President; E. G. Purvis, Secretary; Wilson B. Canter, Treasurer, all of Strayer College.

There are three active chapters, with a total membership of 500, located in Washington, D. C.; Pittsburgh; and Baltimore.

Officers: *National President*, Franklin T. Chace, Strayer College; *Secretary*, Charles F. Cronin; *Treasurer*, Wilson Canter, Strayer College, Washington, D. C.

Purpose: Study and furtherance of accounting and commerce.

Qualifications for membership: A high scholastic standing.

# Some Definitions in Education

How many of us who glibly use the terms every day know exactly what we mean by *Smith-Hughes*, *George-Deen*, *distributive education*? Lloyd Jones has taken a lot of time to put in one spot the necessary information about each. We present here the first of a series of three short articles, each explaining one of the terms just mentioned.—*Editor*.

## *The Smith-Hughes Act*

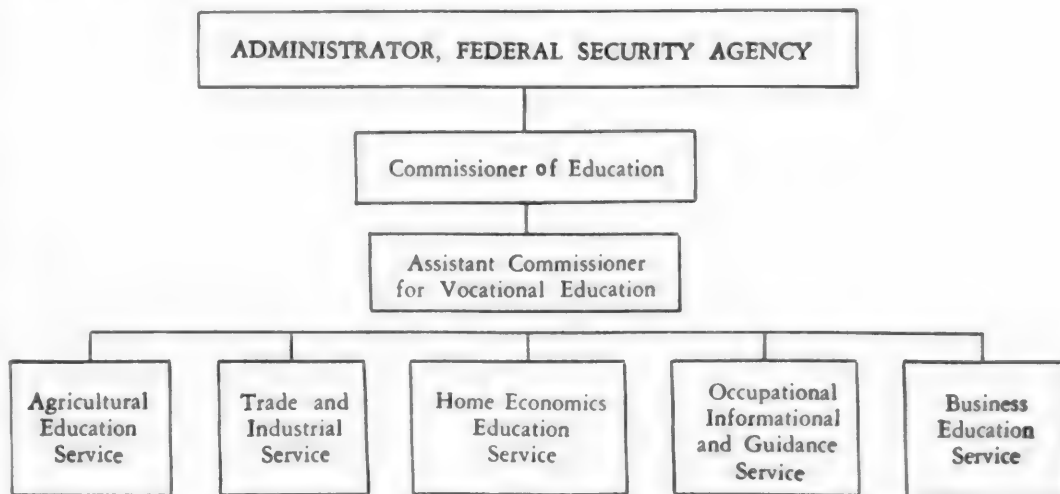
THE practical people in the educational world shouted for joy when the Smith-Hughes Act was passed by Congress in 1917, appropriating money to be paid to the states for vocational education. The purpose of the Act was "to co-operate with the states in paying the salaries of teachers, supervisors, and directors of agricultural subjects, and in the preparation of teachers of agricultural, trade, industrial, and home economics subjects."

Up to 1917, vocational education had a rather stormy and uncertain career. There was no central clearing house of information, and the various states did not see their vocational-education objectives eye-to-eye. Apparently the heat was first turned on by industry because the acceleration of World War No. I drove employers to seek skilled or partly skilled workers from almost any source. Educators in vocational and technical high schools, plus the teachers in practical-arts departments, joined in the enthusi-

astic procession to support the legislation. The uncertain financial situation in many places, added fuel to the flame.

Thus vocational education was provided for in those areas of less than college grade in agriculture, trades and industries, and home economics for persons fourteen years of age or older. The Federal Board of Vocational Education was set up under the Act, with representation from agriculture, manufacturing, commerce, and labor. This Board consisted of the Secretary of Agriculture, Secretary of Commerce, Secretary of Labor, and the Commissioner of Education as ex officio members, plus three lay members, appointed by the President with the consent of the Senate, representing labor, agriculture, and manufacturing and commerce. This Board was authorized to co-operate with state boards for vocational education in carrying out the provisions of the Act and for the purpose of distributing the financial aid. In 1933 the President transferred the functions of the Board to the U. S. Office of Education of the Department of the Interior and assigned the personnel to an Assistant Commissioner of Education for Vocational Education.

Since 1939 the U. S. Office of Education has been administered under the Federal Security Agency.



The administrative setup of the Vocational Education Division

### What Do You Do With Your B.E.W.?

IF YOU CLIP your copies of this magazine, please don't throw the rest of it away. Your community has a waste-collection agency to which your newspapers and magazines should go. Paper can be used again!

Under the Smith-Hughes Act, the conditions and stipulations governing vocational education were expanded to include a separate service department devoted to developing new types of business training and retail selling on the secondary-school level. The funds were used to reimburse any vocational-education programs that were given in schools or classes under public supervision, and intended to fit the individuals for useful employment, provided that the instruction was less than college grade, and designed specifically to meet the needs of persons over 14 years of age who are already employed in a trade or industry.

The accompanying chart shows how the Vocational Education Division of the U. S. Office of Education is administered.

How the Business Education Service is charged with the administration of the program of distributive education under the George-Deen Act will be explained in the next article of this series.—Lloyd L. Jones.

### What About the Present?

ATTENTION, program makers and convention speakers! Here is a quotation from a letter received from a school executive after returning from an "important" convention:

"As usual, most of the speakers were very guarded in their talks. They spoke of the past and the future, which are always easily discussed topics, and left to our imagination the present.

"I hope that someone will begin thinking about the present conditions and how we are to solve them. I am not particularly worried about the post-war period. I am,

however, worried about present conditions, which no one seems to know anything about."

### To Count or Not to Count

THE QUESTION has often come up as to whether *all* material dictated in the advanced shorthand class should be counted.

Whether any given material needs to be counted depends almost entirely on the objective that the material is intended to help achieve. If our objective is to build shorthand skill, our dictation material must be counted so that we may keep a close check on the student's progress and know just how much to push him.

That is why the material in most advanced shorthand textbooks is counted, usually in groups of 20 standard words for convenient dictation at almost any speed.

But when we come to technical material (such as medical, legal, military, naval, etc.), our objective is not primarily skill development, inasmuch as the student will already have acquired some degree of skill in taking dictation on ordinary material *before* being introduced to the problems involved in taking technical dictation. Rather, with technical dictation, we strive to:

1. Familiarize the student with the terminology of medicine, or law, or the Army, or the Navy, or whatever the field may be.
2. Provide him with shorthand outlines—or short cuts if it seems desirable—for the common technical expressions in the field.

To accomplish these aims, the material need not be counted; in fact, in some cases counting might even be harmful, as the teacher might infer that the material was meant for speed-building purposes. Needless to say, any attempt on the part of the teacher to develop shorthand speed on difficult technical matter will result in discouragement for both teacher and pupil.

Of course, no advanced shorthand course is complete without some extemporaneous dictation such as the businessman might give, which, naturally, would not be counted.

—Charles Zoubek.

Buy Defense Bonds and Stamps

# Wondering AND Wandering

WITH  
**LOUIS A. LESLIE**



"PERFECTIONISM is spinach," the *Clearing House* says in its customarily trenchant language. The *Clearing House* defines a perfectionist as one who "has a habit of examining educational efforts in terms of the tangible overt product, rather than in terms of the process of growth and development."

A lot of the poor stenographers we have known had perfectionists for teachers, and those perfectionist teachers were so busy getting the pupil to do each day's work correctly that they never had time to develop in those pupils the skills that should have been developed.

We all laugh now at the "perfect-copy" method of teaching typing; but a good many present-day secretarial teachers are still perfectionists, and the difference is one of degree rather than method. They may not require papers to be perfect, but they will allow only one error or only two errors or only so many errors—regardless of the stage of the learning process and the psychological inadvisability of handicapping the pupil by the self-consciousness and inhibitions that come from undue accuracy requirements.

The same thing is true of the shorthand teacher who jumps down a pupil's throat if the pupil happens to insert the circle that should be omitted from the outline for *cousin*.

As teachers, we should be interested in the learning process, rather than in the tangible product of that process, until we are ready for the final polishing before the pupil is turned into the business office.

Remember . . . perfectionism is spinach!

IMAGINE MY HORROR to come across this bit of advice to young teachers: "To be practical, avoid undue stress on research."

To be sure, the writer left a loophole by saying "avoid *undue* stress," but it is pretty clear that he shares the opinion held by many that research is something undertaken by woolly-witted people who can find nothing useful to do, and who probably couldn't do anything useful if they had a chance.

Nothing could be further from the truth. Good research, properly conducted, and leading to a useful objective, is an intensely practical activity. As a matter of fact, business education today suffers from a dearth of such research; and it would be impossible to put "undue" stress on such research.

It is all too true that many teachers, for one reason or another, have undertaken research of the most appalling futility. Such researches, made by those suited neither intellectually nor temperamentally to research work, have cast discredit on research. This does not mean, however, that research is not a good thing; it means simply that many researchers are not good.

It is true, too, that much research work of deplorably low caliber is done under pressure, because the school administration requires the teacher to get a master's degree; and the university then requires the teacher to conduct a research as a basis for a master's thesis.

Just who is at fault in this unhappy situation I should not presume to say. Perhaps the school authorities should not require a master's degree from the classroom teacher. Or if they should, perhaps the university should not require research from teachers unsuited to research. (Some universities don't!)

In any event, the blame is certainly not to be placed on the teacher who is forced

into attempting something that he, himself, knows he shouldn't do. And certainly the blame should not be placed on "research."

Because most business-education research has been modeled on research in the older sister-fields of science and literature, we find a fundamental fallacy running through most of our research projects. In science or literature, a single worker may undertake to investigate a single facet of a subject and be able to make a real contribution in that way.

Because of the nature of the problems that beset business education today, it is rapidly becoming impossible for a single worker to make any worth-while research contribution. Most of the problems that urgently clamor for study are problems that can be handled effectively only by the co-ordinated efforts of many willing workers. To attain this happy state of affairs, we must have money, direction, and co-operation from teachers, teacher-training institutions, and school authorities.

Must we continue, for the lack of these things, to fritter away our energies on comma-counting "researches" that serve only to give some teacher a master's degree and to bring discredit on research?

Properly conducted, research could easily become the Alexandrian sword that might cut through the Gordian knots that threaten to immobilize business education, if not to strangle it entirely.

VOLUME I, NUMBER 1, of the *Washington Business Educator* just reached us. This is a new quarterly edited by Lewis R. Toll and Margaret Linnan, of Washington State College, Pullman, Washington.

To us the most interesting of the many good things was the report of a follow-up survey of commercial students of the Ballard High School, Seattle. This survey was especially interesting because it brought into focus some figures to support one of our most cherished convictions—that high school students of any real degree of competency are employable in spite of the so-called immaturity which causes many skept-

tics to doubt the justification for vocational training in the high school.

For 1940 there were 61 answers to the 76 questionnaires sent. Of the 61 pupils answering the questionnaire, 57 are employed. The average age at graduation was 17.5, and the first job was secured at an average age of 17.7. That is to say, before the summer was out, most of these pupils were in jobs. The vast majority were in jobs described as "stenography" or "general office work and stenography."

One of the most interesting parts of a questionnaire study of this kind is the section devoted to an inquiry as to the subjects that the pupils found most beneficial. The employed graduates of the Ballard High School voted preponderantly in favor of shorthand, typing, and office training as the three most useful subjects, with English trailing far behind, and almost a tie vote for bookkeeping or commercial arithmetic trailing after English.

The 1941 group had two votes for spelling and one vote for retail selling as the most beneficial subjects, while the 1940 group had no votes for either of these subjects.

IN A RECENT ISSUE of the *National Business Education News*, Don T. Deal quotes the guiding principles of the Trenton Central High School. They bear infinite repetition: "Whatever is educationally essential must be made administratively possible; furthermore, the curriculum must be adjusted to the pupil rather than the pupil to the curriculum."

EVERY NOW AND THEN, we are reminded that, although figures don't lie, liars do figure.

The most recent and the most humorous reminder we have had is the reply of a salesman to a buyer. The buyer told the salesman that eleven men before him had been turned away from the door. The salesman replied, "Yes, I know, I'm them!"

When we make statistical studies of this and that, let's remember those eleven salesmen.



# General Business Quiz No. 5

DWIGHT H. DILLEY

Chairman, Commercial Department,  
Durango (Colorado) High School

1. Sometimes a check circulates so rapidly that the back becomes filled with indorsements. Additional indorsements may be written on a piece of paper attached to the original check. Is such an attached paper called (a) an allonge, (b) a rider, or (c) a codicil?

2. What is wrong with the mechanical make-up of the following sentence? Most students of bookkeeping find the most difficult chapter in their textbook is entitled "Accrued and Deferred Items", and they agree that the most interesting chapter is called "Financial Statements".

3. When making a loan, a bank often requires collateral, in addition to a signature, on a promissory note. What is meant by *collateral*?

4. I expect to be the defendant in a case coming up for trial soon. The clerk of the court will prepare a formal notice informing me of the claims of the plaintiff and stating that I should appear to answer these claims. Is such a formal notice a *subpoena* or a *summons*?

5. A *verdict* is the conclusion of the jury;

a *judgment* is the conclusion of the judge. Is this statement true or false?

6. I am in need of some cash. May I take my Series E Defense Bond to the bank and have it accepted as collateral for a loan?

7. Most PBX operators are men. Is this statement true or false?

8. I wish to deposit several checks in the bank. Since I am having a messenger do this for me, it is necessary that I indorse the checks here at my office. How should they be indorsed?

9. Last week a certain business firm was adjudged bankrupt. The Trustee in Bankruptcy will turn everything into cash and liquidate the liabilities as soon as possible. This business firm, at the time it became bankrupt, owed me some money for merchandise which I had sold them on account. The firm also owed my friend, John, \$120—salary earned in this firm's employ during this last month. Which of us stands the better chance of collecting what is due?

10. While reading a recent magazine article I came to symbols indicating references to sources. At the bottom of one page, in fine print, these sources were given—

<sup>12</sup> J. Doe, *Art and Beauty* (New York: Boast and Company, 1939), p. 150.

<sup>13</sup> *Ibid.*, pp. 140-41.

What is the meaning of the second reference (*Ibid.*)?

The answers to these questions will be found on page 738.

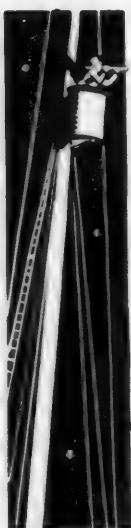
OUR CIRCULATION DEPARTMENT says that orchids should be sent to Nebraska and Missouri for the exceptionally high professional spirit of the commercial teachers of those states. Seventy-five per cent of the Nebraska commercial teachers and 70 per cent of the Missouri commercial teachers subscribe to the BUSINESS EDUCATION WORLD.

Vermont has 51 per cent; Rhode Island, 44 per cent; Pennsylvania, 42 per cent; Minnesota, 41 per cent; and Illinois, 40 per cent.—C.B.

A NEW FEDERAL aid-for-education bill—Senate S.1313 Substitute—has now been introduced in the U. S. Senate by the Honorable Elbert D. Thomas of Utah and the Honorable Lister Hill of Alabama.

This bill calls for an appropriation of three hundred million dollars per year, these funds to be spent for general aid for public elementary and secondary schools through the fourteenth year.

The major purpose of this legislation is to lessen inequality of educational opportunity within and among the states.



# On the Lookout

ARCHIBALD  
ALAN  
BOWLE



This department brings you suggestions  
regarding equipment and supplies, club  
programs, and bulletin-board displays

**44** The Magni-Line is a glass attachment that magnifies small type and is attached to the Copy Right copyholder. This magnifying glass measures 12 inches in width and triples the size of fine print all the way across the page. It is attached to the holder, so there is no necessity for holding or moving it. The lens of the Magni-Line is set in a metal frame, which can be secured to the line finder of any copyholder in order to improve vision when copying from unusually small type. It can be removed or replaced at will.

**45** The Neva-Clog (J-60) Stapling Plier, for temporary (spread) or permanent (clinched) fastening, is also new. The anvil attachment is easily and quickly set at either desired position.

**46** Typ-e-co No-Glare Konkave Key-tops are made by the Typewriter Equipment Company. I have had a num-

ber of requests from readers for information about such key covers.

## War-Time Substitutes

**47** American ingenuity has already provided a substitute for the large, husky rubber bands. The Schlegel Manufacturing Company has a band of heavy woven colored cotton with a sliding, adjustable, metal locking device. Put it around a stack of material and pull the end to tighten. Won't dry out, crack, slip, or break! Another pull loosens it. Offices and schools, it would seem, will find this a boon in this day of shortages.

**48** And there's the Victory Platen. What it is made of I don't know; but the Ames Supply Company has developed it to comply with the Government's requirements, so they say. It also meets the necessarily rigid specifications of users of typewriters and office machines. This permits vital material to be released for war use without letting down office-machine users.

**49** Tenite has replaced aluminum in the new VISIrecord card-index system of the Visible Index Corporation. The strips, made of extruded Eastman Tenite, are snapped and riveted into position and support the cards as well as protect their edges. Since the strips come in different colors, various indexes are easily identified. The non-resonant quality of tenite makes for quiet operation in the office.

**50** Neoprene, a new product of E. I. Du Pont de Nemours & Company, may be used as a substitute for natural rubber in the manufacture of typewriter feed rolls. It is the result of a long series of experiments.

As part of the tests, feed rolls of Neoprene were placed in operation on a typewriter used in regular service for twenty months. Then the machine was shifted to letter typing and used intermittently for another ten months.

Neoprene resists oxidation and, in feed rolls, maintains correct frictional contact with paper. Rubber shortage? This should help solve one problem.

A. A. Bowle

April, 1942

The Business Education World  
270 Madison Avenue, New York, N. Y.

Please send me, without obligation, further  
information about the products circled below:

44, 45, 46, 47, 48, 49, 50

Name .....

Address .....

# Commercial Club Program Ideas

At this time of the year, there are a great many teachers in need of information and suggestions that will help them produce interesting, instructive assembly programs, as commercial clubs are so often called upon to do.

In answer to one request the B.E.W.'s assistant editor, Dorothy M. Johnson, versatile writer whose stories are appearing currently in the *Saturday Evening Post*, offered the following suggestions. They are so good that I think you should read them and have your commercial club utilize the ideas when called upon to produce an assembly program.—A. A. B.

DON'T you suppose it would be a good thing to have a typewriting exhibition for a curtain-raiser? The typewriters can be put in position before the program begins, and the curtain can go up with the typists seated, typing to fast march music. About half a minute of this ought to get the audience fairly well settled.

Then, to take the audience right into the show, the student announcer should urge them to get their pencils and paper ready and should explain that this is a contest to see how many words each person can write in one minute. Dictate a sentence to be written over and over for this test. I'd suggest "The quick brown fox jumped over the lazy dog," because it is hard to type, and I'd explain that it is hard. That should make the audience feel more secure. After explaining all the pertinent information twice, call "Start" and give them 60 seconds; then stop them with a bell.

After instructing every one to count the number of words written, and after giving the typists' papers to someone in the wings to count, play march music for fast typing while the words are being counted. Announce the number typed by each student, and call for some persons in the audience to state how many they wrote. This may turn into a riot if they all shout at once, but non-typists will surely be impressed by the speed of typing.

Next, after suggesting that everyone should learn to type for his own personal

use and because almost all office jobs require it, someone might dictate direct to the machine at an announced rate of speed, for one minute, with the audience keeping up if they can but without having words counted afterward. Finish with typing to fast music again.

This fast typing will be more impressive if it is done with the margin stops set 25 spaces apart, because the frequent throwing of the carriage gives the impression of great speed. The typists should practice this in advance, with a practice sentence.

## *Bookkeeping and Law*

Now we get the typewriters out of the way and go into our bookkeeping act.

Can you introduce a comedy costume without too much trouble? I'd like to see an old-time bookkeeper come on—eyeglasses down on his nose, shoulders bent, green eyeshade, black sleeve protectors, pen behind ear, old-man voice—and recite a jumble of bookkeeping terms as he walks across the stage carrying some big books and a ruler.

Then the announcer explains heartily that this is old Mr. Pumble, who kept books, man and boy, for seventy years and had red ink in his veins. But *these* (as other students come on) are modern bookkeepers.

One is a secretary, who keeps her employer's accounts; one runs a beauty parlor and keeps her own books; one helps in his father's garage, and Pop is making money this year because he knows how much he is taking in and how much he can spend; one keeps accounts for the family's expenditures. Each student I visualize as being introduced by the student announcer and taking about one paragraph's worth of time before marching off.

Let's have the law students perform next. You will wish to choose your own incidents for this dialogue; you know your community and what situations arise in it. Perhaps they concern installment buying, purchases by minors, tenant-landlord responsibilities.

I suggest two or three very short dia-

logues, with three persons in each. They can be the same three persons each time, with a different one deciding the case each time. Each of the parties to the dissension makes his claims briefly, and the third student makes the decision. Probably the dialogue should be rehearsed in order to save time, but notes should not be used.

### Shorthand on the Stage

Then shorthand. Here you may wish to stress personal-use values. Several students might take dictation, with the audience trying to get it in longhand. Part of the dictation ought to be read back, to prove it can be done. One or two students read back their cold notes. (The announcer should make quite a fuss about the difficulty of this and its importance.) Then, for the finish, line up the students and let the announcer ask them to name some famous people who used shorthand extensively, thus:

FIRST STUDENT: The Roman general and consul, Julius Caesar, who lived from 100 B.C. to 44 B.C., wrote shorthand, and he sometimes dictated to as many as six stenographers at once.

SECOND STUDENT: And in the first century B.C., a Roman slave named Tiro proved so useful to his master, the famous Cicero, because of his shorthand skill that he was given his freedom and became Cicero's secretary.

THIRD STUDENT: Woodrow Wilson, former president of the United States, wrote shorthand. And so did Charles Dickens, the famous English novelist. He was a court reporter as well as an author, and very proud of his shorthand skill.

FOURTH STUDENT: There's a saint who wrote shorthand, too. In 308 A.D., a man named Genesius refused to transcribe the edict of the Roman emperor against the Christians. As a result, Genesius suffered martyrdom and became St. Genesius.

ANNOUNCER: Haven't you forgotten some other shorthand writers who will be famous in future years? Name some of them.

FIRST STUDENT (pointing at second student): There's William Emerson (or whatever his real name is).

FIFTH STUDENT (pointing at first student): And there's Elsie Sweeney.

SECOND STUDENT (pointing at third student): And another is Doris Paccioli.

And so on, until the names of all five have been mentioned.

The historical shorthand information included here is from Dr. John Robert Gregg's *Story of Shorthand*,<sup>1</sup> which was published in the BUSINESS EDUCATION WORLD and is now available in book form. I got so interested in it while looking up these facts for this letter that I had a hard time stopping.

DO YOU HAVE TROUBLE with the gum situation in your school? Then copy the story below and post in a prominent place on your bulletin board.

After Company A was dismissed, the captain called Private R.

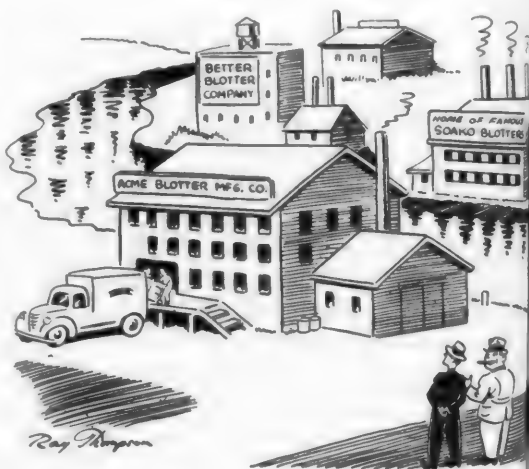
"Get a pick and shovel from the supply room," he ordered, "and come with me."

The soldier was honored. He alone in his company was entrusted with an apparently important task.

The captain led the way to a point some distance from the camp and instructed Private R to dig a hole six feet square and six feet deep. When he had finished, he jubilantly reported to the officer, who returned to inspect the job.

"That's fine," said the captain. "Now take that chewing gum out of your mouth, throw it in and cover it up!"—From "Squeals," published by and for the summer-session students of Gregg College, Chicago. *Dulcie Angus, Editor.*

<sup>1</sup>The *Story of Shorthand* is available to B.E.W. subscribers only.



"It's one of the Government's ideas for flood co

# I Didn't Know!

LEE  
BENHAM  
BLANCHARD



A private secretary jots down some important facts that he has learned while on the job.

ONE OF THE hardest jobs of a secretary is to say "No" to someone who asks for an appointment, would like to sell something, or just wants to renew the boss's acquaintance "because I met him a year ago when he spoke before such-and-such a group in Chicago."

It is extremely important to be able to say "No" gracefully and to assure the caller that only a very important reason makes the boss unable to see him. I always try to see whether there is something I can do for the caller and, if not, whether anyone else in the organization could help.

More time can be wasted by these callers than you might think possible. And if you let one or two pass through those sacred portals to the chief's office and they do nothing but waste the chief's time—well, it's not so good for your tenure in your job.

Being a "buffer" for your chief can be a fascinating job. You meet all kinds of interesting people.

I remember once trying to convince a young woman that the company did not allow peddlers to sell their wares throughout the building. Hers was a pathetic story of trying to make a living to feed her baby and keep her home together by the sale of needles and thread. After I thought I had convinced her that she could not sell her merchandise in the building, she threatened to jump out the window. It was hard to tell just how sincere she was, but she put

on a good enough act to scare me half to death. I solved the problem by taking her to my own office and giving her a dollar to get out. This is an extreme case, of course.

It is important to remember that you must keep level-headed, try to get the whole story from the caller, and ascertain whether or not someone could handle the problem as well as your chief—or perhaps even better.

I HAD LUNCH the other day with a very interesting man, and our main topic of conversation was the tremendous need by industry of capable office workers.

I cannot tell you what organization he represents, but I can say that he speaks with definite authority on the problems of supply and demand of labor in our country. I was amazed to learn of the very great lack of secretaries. What a chance this is for young men and women to get into almost any branch of work! Jobs are begging to be taken, and at very satisfactory salaries, too.

This friend of mine said that if I were to pass this one to you, through the B.E.W., I should make it very clear that you students should make an "all-out" effort to study hard and long in order to become of real service to our country. An office worker's knowledge may be just as important as a mechanic's, a soldier's, or a sailor's. Office workers can and must fill the tremendous need in today's effort toward greater and faster production.

I CANNOT STRESS enough the importance of knowing your company. I do not mean that it is necessary to learn every small detail of every operation in every department. What I mean is that, in order to be able to handle his job correctly, a secretary must at least be familiar with the general operations of each department, know its head, and understand the ramifications of each division from the executive angle.

With our country fighting for its life, every other department in a company is going to play a rôle secondary to that of the production department. Our country must have more materials immediately to carry on this fight for freedom. It is our job—everyone's job—to see that all unnecessary delays are eliminated.





## School News and

**M**ISS ESTELLE L. POPHAM has accepted an appointment to Bucknell University, Lewisburg, Pennsylvania, as instructor in secretarial science in the Department of Economics, Commerce, and Finance. She will undertake her new duties in September. Dr. R. L. Matz is head of the department.

Miss Popham has degrees from the University of Wisconsin and Iowa and has been working toward the degree of Doctor of Philosophy at New York University for the past two years. During this time, she has taught at the Packard School, New York. Her students at Packard won first and third places in a student contest in business letter writing conducted by the BUSINESS EDUCATION WORLD during the past winter.

Miss Popham is a member of Pi Omega Pi, Delta Pi Epsilon, and Pi Lambda Theta and has contributed to several professional magazines. She has taught in high schools in Missouri and for three years was head of the secretarial department of Central College, Fayette, Missouri.

● **MRS. MARGARET McNABB KILLON** assumed her new duties as an instructor in secretarial subjects at South Eastern Louisiana College, Hammond, Louisiana, at the beginning of the current semester.

Mrs. Killon will receive her M. S. degree from Oklahoma A. and M. this spring. She has taught commercial subjects in high schools in Oklahoma and New Mexico and has been secretary to the president of Tulsa University; secretary to the Director of Mental Hygiene, New York City; secretary to the Dean at Texas Technological College; and secretary in the agricultural department at Oklahoma A. and M. College.

● **MRS. MARJORIE FITCH**, instructor of shorthand and typewriting at Moravian College for Women, Bethlehem, Pennsylvania, has been promoted to an associate professorship in secretarial studies. Announcement has been made in the spring catalogue of Moravian College of a four-year degree course in secretarial studies.



ESTELLE POPHAM



E. T. SCHAUER

● **E. T. SCHAUER** is a new member of the faculty of the accounting department at Oklahoma A. and M. College. Mr. Schauer came to A. and M. from Northeastern State College, at Tahlequah (Oklahoma), where he was head of the department of business education. He taught at Northeastern State College since 1938. Before going to Northeastern he was in the department of business at Bartlesville Junior College, where he taught for six years.

Mr. Schauer did his undergraduate work at Northeastern State College at Tahlequah (Oklahoma) and his graduate work at Oklahoma A. and M. College. Additional graduate work was taken at the University of Pittsburgh and Oklahoma University.

—M. B.

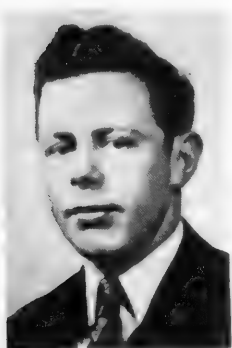
● **ERNEST L. LAYFIELD** has been elected a director of the First Federal Savings and Loan Association of Raleigh, North Carolina.

It is always gratifying to learn of these evidences that the talents of our school friends are sought in the working out of the problems of the financial and business world.

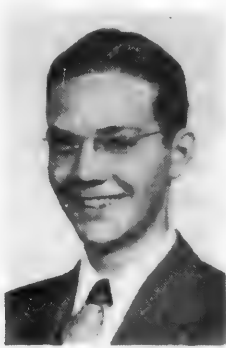
Mr. Layfield is proprietor of the Smith-deal-Massey Business College in Richmond, Virginia, and of the Kings Business Colleges in Raleigh, Greensboro, and Charlotte, North Carolina. He is an active and enthusiastic worker in Rotary International.

—W. W. R.

# Personal Items



RAYMON D. JOHNSON



HAROLD LEITH

● RAYMON D. JOHNSON, who has been acting as graduate assistant to A. J. Lawrence, head of the Department of Business Education at the University of Kentucky, Lexington, is now teaching secretarial courses at Morehead (Kentucky) State Teachers College. R. W. Jennings is head of the Commerce Department.

Mr. Johnson was formerly head of the Commerce Department at White County High School, Sparta, Tennessee. He will receive the Master of Arts degree from the University of Kentucky this June.

● MISS MAXINE ANDERSON has succeeded Miss Margaret O'Briant as an instructor in business education at Oklahoma A. & M. College, Stillwater. Miss O'Briant resigned to take a position on the faculty of Kansas University, at Lawrence.

Miss Anderson has been secretary to the State Director of Curriculum, Dr. Ernest E. Brown, since 1940. She has taught at Ferris Institute, Big Rapids, Michigan; at Northwestern State College, Alva, Oklahoma; and at Oklahoma University.

● IN REPORTING the appointment of Jeff D. Swinebroad to the faculty of The Citadel (page 535, February issue) we should have given his title as assistant professor of business administration.

The Citadel is a fully-accredited senior college of the state of South Carolina.

● HAROLD LEITH has been appointed to the faculty of the University of Cincinnati, Teachers College, to succeed Henry Baker, who resigned recently to accept a position in the Office of Emergency Management in Washington, D. C. Mr. Leith will teach secretarial and distributive-education courses. He was formerly a teacher in Horace Mann High School, Gary, Indiana. He has degrees from Indiana State Teachers College and the School of Business, University of Chicago. An article, "We Coddle Them Too Much," by Mr. Leith, appeared in the BUSINESS EDUCATION WORLD for February.

Ray G. Price, who has been a regular B.E.W. contributor for several years, is in charge of commercial education at the University of Cincinnati.

● DR. FRED C. SMITH, Dean of the University of Tennessee, and DR. THEODORE W. GLOCKER, director of the School of Business Administration of that university, were initiated as honorary members of Pi Omega Pi at a meeting of the local chapter held on February 2.

● MISS RHODA TRACY, a member of the faculty of the Metropolitan School of Business, Los Angeles, and Walter Edward Bedorf, an accountant with the General Petroleum Corporation, were married at Beverly Hills on February 20.

The former Miss Tracy is the author of the monthly B.E.W. transcription projects, has contributed articles on personality improvement to the BUSINESS EDUCATION WORLD, and during the school year 1940-1941 was a member of the editorial staff of the B.E.W. and the Gregg Publishing Company while she was on leave of absence from her teaching duties in Los Angeles.

During that time she assisted in the production of a series of phonograph records for secretarial training and in the revision of a well-known secretarial training text.

Mrs. Bedorf will continue to live in Los Angeles and to teach at the Metropolitan School of Business.

● J. E. SILVERTHORN has been made professor of business education at Northwestern State College at Tahlequah, Oklahoma.



During the past semester, Mr. Silverthorn taught at the Will Rogers Senior High School, in Tulsa. Before going to Tulsa he was head of the Commerce Department at the Ponca City High School, Ponca City, Oklahoma. His degrees are from Oklahoma

A. and M. College at Stillwater.

Mr. Silverthorn is past president of the Oklahoma Commercial Teachers Federation and a member of Delta Pi Epsilon and of Pi Omega Pi. He was a contributor to the 1941 Yearbook of the N.B.T.A.

**J**AMES WILLIAM BLAISDELL, president of Bryant & Stratton School, of Boston, died at his home in Newton, Massachusetts, on February 27, at the age of seventy-two.

Mr. Blaisdell had been associated with Bryant & Stratton School for fifty-three years; and under his direction, the school enjoyed a steady growth and became a factor in the training of thousands of young men and young women for business.

Mr. Blaisdell was a member of Immanuel Baptist Church in Newton; was a former secretary and master of Lafayette Lodge, F. & A. M., Roxbury; high priest of Mt. Vernon chapter, R. A. M., in 1906 and 1907; and a member of Dalhousie Lodge, Newtonville.

He was also an honorary member of the Massachusetts Schoolmasters Club, vice-president and treasurer of the Y.M.C.A., and a director and vice-president of the Baptist Home.

Besides his wife, the former Minerva Howell, Mr. Blaisdell is survived by a son, Richard H. Blaisdell, who is associated with Bryant & Stratton; a daughter, Mrs. Emily Blaisdell Gibbs; and a sister, Mrs. Walter B. Wolcott.

**L**EWIS F. BAKER, for twenty years vice-principal of the Riverside High School, Milwaukee, died on February 10, while on his way to the school. He was sixty years of age.

Mr. Baker was a graduate of Bradford College, Ontario, Canada, and before entering the teaching profession had had many years of business experience. This broad background of practical experience gave him a vision and understanding that later was to prove invaluable in his profession as a teacher of business education.

Mr. Baker came to Milwaukee in 1914, to be head of the Commercial Department of the Riverside High School, and since then has been closely identified with the progress of commercial education in Milwaukee.

Mr. Baker early recognized the importance of systematic training in office routine as a factor in the preparation of students for business. He was the first to offer such a course in his school and for ten years taught the course himself.

Mr. Baker was a member of several professional associations and was a former president of the Milwaukee Commercial Teachers Club. His death is a distinct loss to business education.

**E**DWARD DELMAGE MCINTOSH, principal of the McIntosh School and, for thirty-five years, prominently associated with educational affairs in Lawrence, Massachusetts, died at the Lawrence General Hospital on February 25, after a long illness.

Mr. McIntosh was born in St. Mary's, Ontario, Canada, on May 3, 1879. He received his early education in the local schools of St. Mary's, after which he entered Toronto University. It was then that he decided to make teaching his vocation; and, realizing the growing importance of business training, he definitely prepared for his specialized aspect of education.

Mr. McIntosh and his brother, David C. McIntosh, jointly owned and operated the Dover Business School, in Dover, New Hampshire, for four and a half years. Mr. Edward McIntosh then purchased the Law-

rence Commercial School, in Lawrence, Massachusetts. His brother still operates the school in Dover.

In 1928, Mr. McIntosh purchased the Cannon Commercial College, Lawrence; and, in 1932, the two schools were merged and have since been conducted under the name of the McIntosh School.

Mr. McIntosh was active in community affairs and served on many committees in charge of civic enterprises. He was a member of the New England Business Colleges Association, the Eastern Commercial Teachers Association, and Lawrence Chamber of Commerce. He attended Trinity Congregational Church.

Besides his wife, the former Grace Estelle Wiggin, of Dover, New Hampshire, Mr. McIntosh is survived by two brothers, William P. McIntosh, of Haverhill, Massachusetts, and David C. McIntosh, of Dover, New Hampshire; and two sisters, Mrs. Will Jardine and Mrs. Peter Skidmore.

**D**R. THOMAS WINFIELD DONOHO, president emeritus of Strayer College, died at his home in Baltimore on January 28. He was a native of Maryland and, for the greater part of his life, a resident of Baltimore, where he was a prominent figure in his chosen field of commercial education.

In 1902 he became associated with the late S. Irving Strayer as vice-president and business manager of Strayer's Business College in Baltimore. Under his wise and able management, this school achieved marked success, becoming one of the foremost business training institutions of the country.

A man of unusual vision, he saw the need of a business school in Washington, D. C., and in 1904 a school was opened in that city with the late P. J. Harman as principal. The phenomenal success of this undertaking has fully justified Dr. Donoho's judgment and foresight.

In 1906 a branch school was opened in Philadelphia and was conducted successfully there by Mr. Strayer until his death in 1941. In 1910, Dr. Donoho severed his connection with the late Mr. Strayer and at that time became the sole owner of the Strayer Schools

in Baltimore, Maryland, and Washington, D. C.

In 1925 Dr. Donoho was elected chairman of the board of trustees, and his son, Edmond S. Donoho, succeeded him as president of the Baltimore and Washington schools. Later, another son, Murray T. Donoho, was elected vice-president, and both sons now carry on the work so ably begun by their father.

Dr. Donoho was keenly interested in the civic and religious life of Baltimore, to which he made many notable contributions. In 1921 he was one of Maryland's representatives at the Methodist Ecumenical Conference in London, and in 1940 he was awarded the degree of Doctor of Laws by Western Maryland College.

**P**. B. S. PETERS died at his home in Kansas City, Missouri, on February 10. Funeral services were held on February 12. For many years Mr. Peters was director of business courses in the Manual Training High School at Kansas City. He was a teacher for almost fifty years—forty-three years in high schools and five years in private business schools.

Mr. Peters was a member of the Missouri bar. He obtained the LL. B. degree from the Kansas City School of Law, Kansas City, Missouri. His previous training was received at Highland Park (Illinois) Normal College; at the University of Chicago; at the University of Kansas, Lawrence; and at the University of California, Berkeley.

Mr. Peters was the author of a popular text in business law. For several summers he was a part-time representative of the South-Western Publishing Company.

**The 10th Annual International  
Commercial Schools Contest**

*Will Be Held at the*

**Hotel Sherman  
Chicago, Illinois**

**June 18 and 19**

For further information regarding these events  
address: W. C. Maxwell, Contest Manager,  
Hinsdale High School, Hinsdale, Illinois.



## John Faithful Comments

### On the Meaning of History

THE OTHER DAY I heard a speaker assert that it is "passé to spend time recalling past experiences." He did not say he favored abolishing history in the schools or rear-view mirrors in automobiles, but that might be inferred.

Yes, this is 1942, but we have not yet achieved clairvoyance. Modern travelers may conceivably learn something from those who have been over the road. The worst hazards have been charted and marked. The motorist who ignores signs placed for his guidance is courting disaster.

I'd hate to see history—which includes biography—ignored. There is much inspiration and sound suggestion in it. From the "passé" study of the lives and hopes and accomplishments of great Americans we may better formulate our procedures, even though conditions are now much more complex than those which faced our forefathers. Their difficulties were just as great when measured by their facilities for meeting them. That they *did meet them* is a challenge to our times.

Too many wails have been wailed about "lack of opportunity," too many crocodile tears shed about this "lost generation" of American youth. Employment conditions have been discouraging. They have been so before. War has been thrust upon us. That, too, has been the fate of other Americans.

American youth is not "lost." It will give a good account of itself. The old saying, "In times of peace prepare for war," should now be reversed. In this time of war we should prepare for peace. After winning the war it is essential that a peace be won. It is not too soon to consider that. We shall work and fight better if we have a goal. That goal is envisaged by a great

American scientist, Robert A. Millikan, who said recently:

"In the field of human physiology there is no question but that we are going to have very great advances in the way in which we handle some of our human problems. . . . I look forward to five hundred years of peace after we get through with this conflict."



THE SCHOOL OF VOCATIONAL BUSINESS at Oklahoma A. and M. College, Stillwater, is offering an intensive training program during the spring semester of this year. The new program was developed by M. Fred Tidwell, director of the School.

To accomplish a speeded-up program without sacrifice of certain business essentials, three changes have been initiated:

1. Elimination or integration of related materials.
2. Enlargement of classes, making it possible for one experienced and well-trained teacher to direct the work of more students. This is made possible by the appointment of graduate or undergraduate assistants.
3. Extension of the school day so that students attend classes from eight to twelve and from one to four. The laboratory plan of supervised study is used.

Guidance and a complete placement service are provided.—*Mary Bell.*

COPIES OF THE *Proceedings* of the fifth annual southern conference on audio-visual education, which was held in Atlanta on November 13-15, 1941, are available at \$1 each. Orders and remittances should be sent to the Southern Conference on Audio-Visual Education, 223 Walton Street, N. W., Atlanta, Georgia.

#### N.E.A. Department of Business Education Golden Anniversary Jubilee Meeting

Denver, Colorado, June 28-July 1

**Theme:** Business Education in Wartime  
Convention Headquarters: Albany Hotel  
Chairman of Local Arrangements Committee: Cecil Puckett, University of Denver.



# The Lamp of Experience

**HARRIET P. BANKER**  
EDITOR



I have but one lamp  
by which my feet are  
guided, and that is the  
lamp of experience.

—Patrick Henry.

**S**TUDENTS at Cape Cod Secretarial School, Hyannis, Massachusetts, learn to read books and magazines with discrimination through the use of specialized report outlines. For example, the following outline is used for a report on one chapter in a book used in personality study:

1. Best English sentence.
2. Most striking sentence.
3. Most practical sentence.
4. Outstanding idea presented in the chapter.
5. Gist of what is of value to me in the chapter.

Students must answer the following questions about each of four magazines:

1. What is the purpose of this magazine?
2. Summarize the types of persons who would benefit by reading this magazine.
3. What are the subjects stressed in this magazine?
4. Enumerate the lines of advertising this magazine carries.
5. What value is there in reading the advertising carried by this magazine?
6. Does this magazine formulate opinions or leave decisions to the reader?
7. If this magazine has regular contributors, name them.

In addition to reporting on magazines, students hear business leaders of Cape Cod discuss their favorite magazines in informal talks. Magazines on many subjects are included.

The books on which students make reports deal with personality training, the organization of business, salesmanship, and economics. These reports are a part of the work of each quarter and must be completed before the next quarter is begun.

As the book and magazine reports are assembled, the students meet for individual conferences with Miss Constance C. Cumer, who uses the reports as a basis for discussion.

Mrs. Miriam A. Darrow and Miss Cumer operate the Cape Cod Secretarial School.

## A Personal-Data Booklet

**M**RS. MAUDE PARRY, teacher of business subjects in the Oskaloosa (Iowa) High School, recently sent us an interesting and original personal-data booklet prepared by Mrs. Lois Earle, one of Mrs. Parry's former pupils and, at the time the booklet was prepared and used, the secretary in the high school office.

The booklet is attractively bound in blue art paper and presents a detailed record of Mrs. Earle's qualifications and preparation as a secretary-stenographer, her nonprofessional activities and interests, and excerpts from letters of recommendation from school executives and instructors.

Mrs. Earle used the booklet in seeking a position, and the fact that she obtained the appointment she sought speaks for the success of her job-seeking device.

## Protective Covers for Shorthand Plates

**B**ACK numbers of *The Gregg Writer* formed the nucleus of a lending-library plan that has made available to my students a wide variety of shorthand-plate material. As a means of protecting the shorthand plate from the hard wear of class use, I used the cellophane bags that women's stockings are wrapped in. The bags were obtained from a manufacturer at \$1 for 100 bags.

A gummed label pasted over the middle of the open end of the bag provided space for cataloguing the sheet by the serial number of the article as well as by the sheet number, all the sheets of any one article being grouped under one number.

My reading requirement is 300 words a month for the ten months of the school year; and the articles are accumulated to make up the total wordage.

The transcript of the shorthand is typewritten from the shorthand plate. The keys to the articles, which are published in the *BUSINESS EDUCATION WORLD*, indicate the number of words in each article. The keys may also be referred to for words that prove difficult to transcribe—*Ruth M. Fraser, South Park High School, Buffalo, New York.*

### ***A Brief-Form Wall Chart***

TO MANY students the biggest stumbling block in mastering the brief forms is the similarity between certain outlines that may or may not have closely related meanings and spellings. Additional drill on these similar outlines seems to have a very definite value.

To some extent these related groups appear together in the alphabetic chart in the text; but many students soon memorize the sequence, and the value of repeated drill from the end-paper lists is in time lessened. To overcome this difficulty, I have found that wall charts that group similar outlines bring out vividly for the students the similarities and the differences.

The charts have another advantage, too; with the aid of a pointer, the teacher may easily make sure that the students are not "chanting" a sequence they have memorized.



The use of the pointer also makes it possible to drill on any combinations that are troubling a particular class.

These charts may be used occasionally even before all the brief forms have been presented; I prefer to start their regular use when the class has completed Chapter VI (in either the Functional Method or the Manual), or while the class is working on that chapter. From that point on, a daily drill of 5 to 6 minutes, working each day with a different group of related forms and occasionally covering the charts in a more general fashion, has, I have found, increased tremendously the students' instant recall of the correct outline.

In order to have room for the entire list of brief forms, the charts shown in the accompanying illustration were made on extra-large-sized window shades. The lines were ruled with india ink and drawing pen, and the forms were sketched in lightly with pencil and completed with a small brush and india ink.—*Marjorie Fitch, Associate Professor of Secretarial Studies, Moravian College for Women, Bethlehem, Pennsylvania.*

### ***Machine Bookkeepers, Are You Rapid and Accurate?***

HERE is an idea that we have been able to use in our office-machines course.

One of the local bankers says that, although he can get plenty of speedy typists and shorthand writers, it is difficult to get commercial graduates who can come into the bank and earn their pay without first having much of the bank's time used in training them. He is not interested in promoting the slogan, "Earn while you learn." His query is, "Why can't the students learn to post rapidly and accurately while in school?"

So interested is he in obtaining an answer to his question that he has offered \$15 in cash prizes to students who can most quickly obtain a proof when posting 100 checks and 25 deposit slips. It is surprising the added zest that this competition has given to the students for practice on the posting machine.—*Clifford L. Fagan, Ellsworth Junior College, Iowa Falls, Iowa.*

# The B. E. W. Summer School Directory

*Special courses in commercial teacher-training and content subjects will be offered this summer at the following schools, according to announcements received by the Business Education World*

## ALABAMA

ALABAMA COLLEGE, Montevallo. Two terms: June 11 to July 22; July 23 to August 26. Dr. A. F. Harman, President; Lelah Brownfield, Department Head.

STATE TEACHERS COLLEGE, Livingston. Two terms: June 1 to July 8; July 9 to August 14. Dr. N. F. Greenhill, President.

## ARIZONA

ARIZONA STATE TEACHERS COLLEGE, Flagstaff. June 8 to August 15. T. J. Tormey, Director; Arden Olsen, Department Head.

ARIZONA STATE TEACHERS COLLEGE, Tempe. Two terms: June 1 to July 3; July 6 to August 8. J. O. Grimes, Director; A. R. Burton, Department Head.

## ARKANSAS

ARKANSAS STATE COLLEGE, Jonesboro. Two terms: May 25 to June 27; July 6 to August 8. Dr. Donald F. Showalter, Director; Dr. W. G. Shover, Department Head.

STATE TEACHERS COLLEGE, Conway. Two terms: June 3 to July 7; July 9 to August 12. C. C. Calhoun, Director and Head of the Department.

## CALIFORNIA

ARMSTRONG COLLEGE, Berkeley. June 29 to August 7. J. Evan Armstrong, President.

COLLEGE OF THE PACIFIC, Stockton. June 22 to July 24. Dr. J. Marc Jantzen, Director.

UNIVERSITY OF CALIFORNIA, Berkeley. June 29 to August 7. Raymond G. Gettell, Director; Dean Frank N. Freeman, School of Education; Mrs. Esta Ross Stuart, Department Head.

UNIVERSITY OF CALIFORNIA, Los Angeles. June 29 to August 7. Dean J. Harold Williams, Director; Dr. S. J. Wanous, Department Head.

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles. June 20 to September 4. Dean Lester B. Rogers, Director; Dr. Earl G. Blackstone, Department Head.

## COLORADO

COLORADO STATE COLLEGE OF EDUCATION, Greeley. Two terms: June 15 to July 17; July 20 to August 7. Dr. George W. Frasier, President; Dr. A. O. Colvin, Department Head.

UNIVERSITY OF COLORADO, School of Business, Boulder. Two terms: June 12 to July 17; July 20 to August 22. Dean Clifford Houston, Di-

rector; Dean Elmore Peterson, Department Head.

UNIVERSITY OF DENVER, School of Commerce, Finance, and Accounting, Denver. Two terms: June 15 to July 17; July 20 to August 21. Cecil Puckett, Director and Department Head.

WESTERN STATE COLLEGE OF COLORADO, Gunnison. Three terms: June 8 to June 19; June 22 to July 21; August 3 to August 14. C. C. Casey, President; T. K. Wilson, Department Head.

## CONNECTICUT

LARSON JUNIOR COLLEGE, New Haven. June 22 to September 12. George V. Larson, President and Director; Claire P. Hosley, Department Head.

MORSE COLLEGE, Hartford. June 22 to August 14. Orton E. Beach, Director; Ion E. Dwyer, Department Head.

UNIVERSITY OF CONNECTICUT, Storrs. Two terms: June 29 to August 1; August 3 to September 5. S. Willard Price, Director; Frank H. Ash, Department Head.

## DISTRICT OF COLUMBIA

THE CATHOLIC UNIVERSITY OF AMERICA. June 26 to August 8. Dr. Roy J. Deferrari, Director; Dr. Paul FitzPatrick, Department Head.

## FLORIDA

FLORIDA SOUTHERN COLLEGE, Lakeland. June 13 to August 21. J. C. Peel, Director.

JOHN B. STETSON UNIVERSITY, Deland. June 15. Dean H. C. Garwood, Director; Mary McCurdie, Department Head.

## IDAHO

UNIVERSITY OF IDAHO, Moscow. June 8 to July 17. Dean J. F. Messenger, Director; Miss Ellen Reiersen, Department Head.

## ILLINOIS

DEPAUL UNIVERSITY, Chicago. June 15 to October 15. Loretto R. Hoyt, Director.

EASTERN ILLINOIS STATE TEACHERS COLLEGE, Charleston. Two terms: June 8 to July 10; July 13 to August 14. R. G. Buzzard, President; Dr. James M. Thompson, Department Head.

NORTHWESTERN UNIVERSITY, Evanston. June 22 to August 15. Rollin B. Posey, Director; Arnold C. Condon, Department Head.

SOUTHERN ILLINOIS STATE NORMAL UNIVERSITY, Carbondale. June 1 to July 10; July 13 to

- August 21. Roscoe Pulliam, President; T. L. Bryant, Department Head.
- UNIVERSITY OF CHICAGO, Chicago. June 23 to August 28; also second term, programs for students to be individually arranged. Reuben Frodin, Director; Miss Ann Brewington, Department Head.
- WESTERN ILLINOIS STATE TEACHERS COLLEGE, Macomb. Two terms: June 8 to July 17; July 17 to August 21. Dr. W. P. Morgan, President; Dr. Clyde Beighey, Department Head.

## INDIANA

- BALL STATE TEACHERS COLLEGE, Muncie. June 10 to August 7. Dr. L. A. Pittenger, President; Dr. M. E. Studebaker, Department Head.
- BUTLER UNIVERSITY, Indianapolis. George F. Leonard, Director of Summer Session; Howard Z. Stewart, Department Head.
- CENTRAL NORMAL COLLEGE, Danville. Three terms: May 4 to June 12; June 15 to July 17; July 20 to August 21. Virgil Hunt, President; Mrs. Blanche M. Wean, Department Head.
- EVANSVILLE COLLEGE, Evansville. June 8 to August 21. Dr. Edgar McKown, Director; Mrs. Lucile Springer, Department Head.
- INDIANA STATE TEACHERS COLLEGE, Terre Haute. Two terms: June 9 to July 17; June 9 to August 14. Dean John E. Grinnell, Director.
- INDIANA UNIVERSITY, Bloomington. Two terms: May 11 to June 27; June 29 to August 22. Dr. Herman B. Wells, President; Elvin S. Eyster, Department Head.
- MANCHESTER COLLEGE, North Manchester. Two terms: June 8 to July 10; July 13 to August 21. Dean C. W. Holl, Director; L. G. Mitten, Department Head.

## IOWA

- CORNELL COLLEGE, Mount Vernon. Two terms: May 19 to June 30; July 1 to August 12. Dr. J. B. MacGregor, Director; Harriet A. Bauerbach, Department Head.
- DRAKE UNIVERSITY, Des Moines. Two terms: June 8 to July 17; July 19 to August 28. Dean H. Leigh Baker, Director; Dean L. E. Hoffman, Department Head.
- IOWA STATE TEACHERS COLLEGE, Cedar Falls. June 3 to August 21. Dr. M. J. Nelson, Director; Dr. Lloyd V. Douglas, Department Head.
- IOWA WESLEYAN COLLEGE, Mount Pleasant. Two terms: June 9 to July 18; July 20 to August 29. E. Wayne Hilmer, Director; Ralph Novak, Department Head.
- LORAS COLLEGE, Dubuque. June 22 to July 31. Rev. F. J. Houlahan, Director; Lester M. Becker, Department Head.
- MORNINGSIDE COLLEGE, Sioux City. Two terms: June 5 to July 16; July 16 to August 26. Dr. James E. Kirkpatrick, Director; Laura Tasche, Department Head.

- PARSONS COLLEGE, Fairfield. Two terms: June 1 to July 10; July 13 to August 21. Fred J. Hinkhouse, Director; Marie Behrens, Department Head.
- STATE UNIVERSITY OF IOWA, Iowa City. June 15 to August 7. Dean P. C. Packer, Director; Dean C. A. Phillips, Department Head.

## KANSAS

- KANSAS STATE TEACHERS COLLEGE, Emporia. June 1 to July 29. Dr. R. R. Pickett, Director and Department Head.
- KANSAS STATE TEACHERS COLLEGE, Pittsburg. Two terms: June 1 to July 31; August 3 to August 28. Rees H. Hughes, President; Dr. W. S. Lyerla, Department Head.
- UNIVERSITY OF KANSAS, Lawrence. June 2 to July 24. Dean George B. Smith, Director; John C. Crouse, Department Head.
- UNIVERSITY OF WICHITA, Wichita. Two terms: June 8 to July 31; August 2 to August 29. Leslie B. Sipple, Director; Dr. Frank A. Neff, Department Head.

## KENTUCKY

- BOWLING GREEN COLLEGE OF COMMERCE, Bowling Green. Two terms: June 8 to July 11; July 13 to August 15. J. Murray Hill, Director.
- KENTUCKY UNIVERSITY, Lexington. Two terms: June 11 to July 22; July 23 to August 29. Dean Henry H. Hill, Director; A. J. Lawrence, Department Head.
- MOREHEAD STATE TEACHERS COLLEGE, Morehead. Two terms: June 8 to July 15; July 16 to August 22. Wm. H. Vaughn, President; R. W. Jennings, Department Head.
- MURRAY STATE TEACHERS COLLEGE, Murray. Two terms: June 1 to July 11; July 13 to August 22. Fred M. Gingles, Director and Department Head.

## LOUISIANA

- LOUISIANA STATE NORMAL COLLEGE, Natchitoches. June 1 to August 1. Joe Farrar, President; N. B. Morrison, Director.
- LOUISIANA STATE UNIVERSITY, University. Two terms: June 5 to July 17; July 18 to August 29. Dr. E. B. Robert, Director; Dr. Howard M. Norton, Department Head.
- SOUTHEASTERN LOUISIANA COLLEGE, Hammond. May 26 to July 28. Dean George W. Boud. Director; R. Norval Garrett, Department Head.

## MAINE

- BANGOR MAINE SCHOOL OF COMMERCE, Bangor. July 6 to August 14. Chesley H. Husson, Principal.

## MASSACHUSETTS

- BOSTON UNIVERSITY SUMMER SESSION, Boston. July 6 to August 15. Atlee L. Percy, Director.

**GRADUATE SCHOOL OF EDUCATION**, Harvard University, Cambridge. June 28 to August 8. Frederick G. Nichols, Director of Business Education.

### **MICHIGAN**

**CENTRAL STATE TEACHERS COLLEGE**, Mount Pleasant. Two terms: June 22 to July 23; July 26 to August 15. Dr. Cleo C. Richtmeyer, Director; F. E. Robinson, Head of Department.

**FERRIS INSTITUTE**, Big Rapids. Three terms: May 18 to June 26; June 29 to August 7; August 10 to August 28. K. G. Merrill, Director.

**WAYNE UNIVERSITY**, Detroit. June 22 to August 29. Robert M. Magee, Jr., Director; James L. Holtsclaw, Supervising Principal, Commercial Education.

**WESTERN MICHIGAN COLLEGE OF EDUCATION**, Kalamazoo. Two terms: June 22 to July 31; June 22 to August 21. Dr. Elmer H. Wilds, Director; Dr. J. Marshall Hanna, Department Head.

### **MINNESOTA**

**STATE TEACHERS COLLEGE**, St. Cloud. Two terms: June 8 to July 17; July 18 to August 22. George A. Selke, President; Arnold E. Schneider, Department Head.

### **MISSISSIPPI**

**MISSISSIPPI SOUTHERN COLLEGE**, Hattiesburg. Two terms: June 1 to July 3; July 6 to August 7. H. M. Craft, Director; W. H. Ford, Department Head.

**MISSISSIPPI STATE COLLEGE**, State College. Two terms: June 5 to July 16; July 17 to August 29. B. P. Brooks, Director; D. W. Aiken, Department Head.

**UNIVERSITY OF MISSISSIPPI**, University. Two terms: June 5 to July 17; July 20 to August 29. R. C. Cook, Director; Dr. O. H. Little, Department Head.

### **MISSOURI**

**CENTRAL MISSOURI STATE TEACHERS COLLEGE**, Warrensburg. Two terms: May 28 to July 31; August 1 to August 28. George W. Diemer, President; Caly J. Anderson, Department Head.

**NORTHEAST STATE TEACHERS COLLEGE**, Kirksville. June 1 to August 7. Dr. Walter H. Ryle, President; Dr. P. O. Selby, Department Head.

**NORTHWEST MISSOURI STATE TEACHERS COLLEGE**, Maryville. Two terms: June 2 to July 3; July 6 to August 6. Uel W. Lamkin, President; H. V. Neece, Department Head.

**UNIVERSITY OF KANSAS CITY**, Kansas City. Two terms: June 8 to July 17; July 20 to August 28. O. G. Sanford, Director; Mrs. Nellie McKenna, Department Head.

**WASHINGTON UNIVERSITY**, St. Louis. June 15 to July 23. Frank L. Wright, Director and Department Head.

### **MONTANA**

**UNIVERSITY OF MONTANA**, Missoula. Two terms: June 8 to July 17; June 8 to August 14. Dr. G. D. Shallenberger, Director. Mrs. Brenda F. Wilson, Department Head.

### **NEBRASKA**

**STATE TEACHERS COLLEGE**, Kearney. June 2 to July 31. Herbert L. Cushing, President.

**STATE TEACHERS COLLEGE**, Peru. Two terms: June 8 to July 15; June 8 to July 31. W. R. Pate, President.

**UNIVERSITY OF NEBRASKA**, Lincoln. Two terms: June 8 to July 15; June 8 to July 31. Dean R. D. Moritz, Director; Luvicy M. Hill, Department Head.

**UNIVERSITY OF OMAHA**, Omaha. Two terms: May 25 to July 11; July 13 to August 27. E. M. Hosman, Director; John W. Lucas, Department Head.

### **NEVADA**

**UNIVERSITY OF NEVADA**, Reno. June 15 to July 24. Dr. Harold N. Brown, Director; Dr. Ernest Inwood, Department Head.

### **NEW JERSEY**

**RIDER COLLEGE**, Trenton. June 16 to August 14. Dr. Joseph W. Seay, Director; Chester A. McKinney, Department Head.

### **NEW MEXICO**

**NEW MEXICO HIGHLANDS UNIVERSITY**, Las Vegas. Two terms: June 8 to July 17; July 18 to August 21. Dean H. W. Marshall, Director; E. Dana Gibson, Department Head.

### **NEW YORK**

**COLUMBIA UNIVERSITY**, New York. July 7 to August 14. Harry Morgan Ayres, Director; William E. Harned, Department Head, Extension Teaching; Dean Robert D. Calkins and Ralph S. Alexander, School of Business; Dr. Hamden L. Forkner, Teachers College.

**HUNTER COLLEGE**, New York. July 6 to August 14. Prof. A. Broderick Cohen, Director.

**NEW YORK STATE COLLEGE FOR TEACHERS**, Albany. July 6 to August 15. M. G. Nelson, Dean and Director; Harrison Terwilliger, Department Head.

**NEW YORK UNIVERSITY**, SCHOOL OF COMMERCE, ACCOUNTS, AND FINANCE, New York. June 29 to September 17. Dean John T. Madden, Director and Department Head.

**NEW YORK UNIVERSITY**, SCHOOL OF EDUCATION, New York. Two terms: June 8 to July 3; July 6 to August 14. Dr. Paul S. Lomax, Director and Department Head.

**SYRACUSE UNIVERSITY**, Syracuse. July 6 to August 14. Dr. Ernest Reed, Director; George R. Tilford, Department Head.



## NORTH CAROLINA

ASHEVILLE COLLEGE, Asheville. June 12 to August 22. John Miller, Director; Mrs. Gertrude Humphrey, Department Head.

EAST CAROLINA TEACHERS COLLEGE, Greenville. June 4 to August 22. Dr. L. R. Meadows, President and Director; E. R. Browning, Department Head.

WESTERN CAROLINA TEACHERS COLLEGE, Cullowhee. June 11 to July 21. W. E. Bird, Director; Dr. W. A. Ashbrook, Department Head.

WOMAN'S COLLEGE, UNIVERSITY OF NORTH CAROLINA, Greensboro. June 10 to July 18. Dr. W. C. Jackson, Director; Dr. McKee Fisk, Department Head.

## NORTH DAKOTA

STATE TEACHERS COLLEGE, Valley City. June 1 to July 24. A. Soroos, Director; Mabel Snoeyenbos, Department Head.

UNIVERSITY OF NORTH DAKOTA, University. June 1 to July 24. Alice Richardson, Department Head.

## OHIO

BOWLING GREEN STATE UNIVERSITY, Bowling Green. Two terms: June 15 to August 7; June 15 to August 28. Dean Clyde Hissong, Director; Dr. E. G. Knepper, Department Head.

CAPITAL UNIVERSITY, Columbus. Two terms: June 8 to July 18; July 20 to August 28. Dr. Wm. L. Young, Director; Harm Harms, Department Head.

KENT STATE UNIVERSITY, Kent. Two terms: June 15 to July 24; July 27 to August 28. Dean Fren Musselman, Director; Mrs. Cleo VanOrman, Department Head.

MIAMI UNIVERSITY, Oxford. Two terms: June 8 to July 17; July 20 to August 28. E. J. Ashbaugh, Director; Mary Winston Jones, Department Head.

MUSKINGUM COLLEGE, New Concord. Two terms: June 1 to July 15; July 16 to August 28. J. G. Lowery, Director.

OHIO NORTHERN UNIVERSITY, Ada. Two terms: June 15 to July 18; July 20 to August 22. Frank L. Loy, Director; Elizabeth M. Lewis, Department Head.

OHIO STATE UNIVERSITY, Columbus. Two terms: June 22 to July 25; July 27 to August 28. George W. Eckelberry, Director; Dr. H. H. Davis, Department Head.

OHIO UNIVERSITY, Athens. June 15 to August 7. E. A. Hansen, Director.

UNIVERSITY OF AKRON, Akron. June 8 to July 17. L. P. Hardy, Director; Eldora Flint, Department Head.

UNIVERSITY OF CINCINNATI, Cincinnati. Two terms: June 20 to July 28; July 28 to September 1. Dean L. A. Pechstein, Director; Ray G. Price, Department Head.

UNIVERSITY OF TOLEDO, Toledo. Two terms: June 15 to July 24; July 26 to September 4. Dr. G. Harrison Orians, Director.

WESTERN RESERVE UNIVERSITY, Cleveland. Two terms: June 22 to July 31; August 5 to September 13. Dr. Harry N. Irwin, Director; Hester Nixon, Department Head.

WILMINGTON COLLEGE, Wilmington. Two terms: June 8 to July 10; July 13 to August 14. Dr. H. H. Vannorsdall, Director; Evalyn Hibner, Department Head.

WITTENBERG COLLEGE, Springfield. Two terms: June 15 to July 18; July 20 to August 21. W. C. Nystrom, Director; D. T. Krauss, Department Head.

## OKLAHOMA

CENTRAL STATE COLLEGE, Edmond. Two terms: May 25 to July 20; July 21 to August 13. Roscoe R. Robinson, President; Earl Clevenger, Department Head.

NORTHEASTERN TEACHERS COLLEGE, Tahlequah. Two terms: May 25 to July 23; July 24 to August 13. R. K. McIntosh, Dean of the College; Eugene T. Schauer, Department Head.

OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE, Stillwater. Three terms: June 8 to August 1; June 22 to August 1; August 3 to August 28. Dean N. Conger, Director; J. Andrew Holley, Department Head.

PANHANDLE AGRICULTURAL AND MECHANICAL COLLEGE, Goodwell. May 25 to July 17. Marvin McKee, Registrar; Robert A. Lowry, Department Head.

SOUTHEASTERN TEACHERS COLLEGE, Durant. May 25 to July 24; July 24 to August 21. A. E. Shearer, Dean and Director; Nolabelle Welch, Department Head.

SOUTHWESTERN INSTITUTE OF TECHNOLOGY, Weatherford. Two terms: May 25 to July 23; July 24 to August 13. Dean R. C. Dragoo, Director.

UNIVERSITY OF OKLAHOMA, Norman. Two terms: June 2 to July 28; July 29 to August 22. Ellsworth Collings, Director; C. C. Callarman, Department Head.

## OREGON

OREGON STATE COLLEGE, Corvallis. Two terms: June 20 to July 25; July 25 to August 29. Dean M. Ellwood Smith, Director; Mrs. Bertha Stutz, Department Head.

## PENNSYLVANIA

GENEVA COLLEGE, Beaver Falls. June 15 to August 14. Dr. J. C. Twinem, Director; Dr. R. M. Haley, Department Head.

GROVE CITY COLLEGE, Grove City. June 15 to August 15. Weir C. Ketler, President and Director; F. H. Sumrall, Department Head.

MARYWOOD COLLEGE, Scranton. June 29 to August 5. Sister M. Immaculata, Director; Sister M. Ethelbert, Department Head.

SHIPPENSBURG STATE TEACHERS COLLEGE, Shippensburg. Pre-Session June 8; Regular Session June 29; Post Session August 17. Dr. Albert Lindsay Rowland, President and Director; Paul Seaton, Department Head.

STATE TEACHERS COLLEGE, Bloomsburg. Two terms: June 29 to August 8; August 10 to August 29. Harvey A. Andruss, President; William C. Forney, Director, Department of Business Education.

STATE TEACHERS COLLEGE, Indiana. June 8 to August 29. G. G. Hill, Department Head.

TEMPLE UNIVERSITY, Philadelphia. June 29 to August 7. Harry A. Cochran, Director; Frances B. Bowers, Department Head.

UNIVERSITY OF PENNSYLVANIA, Philadelphia. Two terms: June 22 to August 1; August 3 to September 12. John Dolman, Jr., Director; W. L. Einolf, Department Head.

UNIVERSITY OF PITTSBURGH, Pittsburgh. June 29 to August 7. F. W. Shockley, Director; Professor D. D. Lessenberry, Department Head.

WESTMINSTER COLLEGE, New Wilmington. Two terms: June 8 to July 17; July 20 to August 28. Dr. Albert T. Cordray, Director; Russell N. Cansler, Department Head.

### SOUTH CAROLINA

NEWBERRY COLLEGE, Newberry. June 9 to July 18. Jas. C. Kinard, President and Director; Mazie Dominick, Department Head.

UNIVERSITY OF SOUTH CAROLINA, Columbia. June 9 to August 1. J. A. Stoddard, Director; Dean George E. Olson, Department Head.

WINTHROP COLLEGE, Rock Hill. June 9 to July 31. Mowat G. Fraser, Director; Harold Gilbreth, Department Head.

### SOUTH DAKOTA

BLACK HILLS STATE TEACHERS COLLEGE, Spearfish. Two terms: June 8 to July 17; July 20 to August 21. Dr. E. C. Woodburn, Director; Ruth E. Bell, Department Head.

NORTHERN STATE TEACHERS COLLEGE, Aberdeen. Two terms: June 8 to July 10; July 13 to August 14. N. E. Steele, President; John L. Murphy, Department Head.

SOUTH DAKOTA STATE COLLEGE, Brookings. June 8 to July 17. Dr. C. R. Wiseman, Director.

STATE NORMAL SCHOOL, Madison. Two terms: June 8 to July 11; July 13 to August 15. Ralph S. Novak, Director.

UNIVERSITY OF SOUTH DAKOTA, Vermillion. Two terms: June 1 to July 10; July 13 to August 21. Dr. William H. Batson, Director; Mrs. Lee E. Hunt, Department Head.

### TENNESSEE

GEORGE PEABODY COLLEGE FOR TEACHERS, Nashville. Two terms: June 9 to July 16; July 17 to August 22. Dr. S. C. Garrison, President; J. D. Fenn, Department Head.

STATE TEACHERS COLLEGE, Johnson City. Two terms: May 21 to June 27; June 29 to August 5. Dr. C. C. Sherrod, Director; Louis Johnson, Jr., Department Head.

UNIVERSITY OF TENNESSEE, Knoxville. Two terms: June 8 to July 15; July 16 to August 21. Dean John A. Thackston, Director; Dr. B. R. Haynes, Department Head.

### TEXAS

EAST TEXAS STATE TEACHERS COLLEGE, Commerce. Two terms: June 2 to July 10; July 13 to August 21. Dr. Samuel H. Whitley, President; Dr. Stanley Pugh, Department Head.

NORTH TEXAS STATE TEACHERS COLLEGE, Denton. Two terms: June 3 to July 15; July 16 to August 22. Dr. B. B. Harris, Dean of the College; W. A. Larimer, Department Head.

SAM HOUSTON STATE TEACHERS COLLEGE, Huntsville. Two terms: June 2 to July 11; July 13 to August 20. Harmon Lowman, President; J. Roy Wells, Department Head.

SOUTHWEST TEXAS STATE TEACHERS COLLEGE, San Marcos. Two terms: June 1 to July 13; July 13 to August 21. A. A. Grusendorf, Registrar; C. E. Chamberlin, Department Head.

STEPHEN F. AUSTIN STATE TEACHERS COLLEGE, Nacogdoches. Two terms: June 3 to July 14; July 15 to August 26. A. W. Birdwell, President; J. H. Wisely, Department Head.

SUL ROSS STATE TEACHERS COLLEGE, Alpine. Two terms: June 5 to July 17; July 18 to August 28. A. J. Parkhurst, Director; J. L. Kerby, Department Head.

TEXAS COLLEGE OF ARTS AND INDUSTRIES, Kingsville. Two terms: June 2 to July 14; July 16 to August 27. J. R. Manning, Department Head.

TEXAS STATE COLLEGE FOR WOMEN, Denton. Two terms: June 3 to July 16; July 16 to August 29. Dean E. V. White, Director; Joy Adams, Department Head.

TEXAS TECHNOLOGICAL COLLEGE, Lubbock. Three terms: June 3 to July 13; July 14 to August 21; July 14 to September 10. Dean J. M. Gordon, Director; J. O. Ellsworth, Department Head.

WEST TEXAS STATE TEACHERS COLLEGE, Canyon. Two terms: May 27 to July 25; July 27 to September 5. R. P. Jarrett, Dean of College; Dr. Lee Johnson, Department Head.

### UTAH

UNIVERSITY OF UTAH, Salt Lake City. Two terms: June 15 to July 23; July 27 to August 21. Dean

John T. Wahlquist, Director; Heber C. Kimball, Department Head.

UTAH STATE AGRICULTURAL COLLEGE, Logan. June 8 to July 17. Milton R. Merrill, Director; L. Mark Neuberger, Department Head.

### VIRGINIA

MADISON COLLEGE, Harrisonburg. Two terms: June 15 to July 24; July 25 to August 28. Samuel P. Duke, Director; Dr. Anson B. Barber, Department Head.

MARY WASHINGTON COLLEGE, Fredericksburg. Two terms: June 15 to July 18; July 20 to August 22. Dr. Edward Alvey, Jr., Dean and Director; Dr. James Harvey Dodd, Department Head.

STATE TEACHERS COLLEGE, Farmville. Two terms: June 15 to July 18; July 20 to August 22. Dr. J. L. Jarman, Director; Ottie Craddock, Department Head.

STATE TEACHERS COLLEGE, Radford. June 15 to August 22. Dr. David W. Peters, President and Director; Robert J. Young, Department Head.

UNIVERSITY OF VIRGINIA, Charlottesville. Two terms: June 18 to July 25; July 25 to August 29. George B. Zehmer, Director; S. M. Kanady, Department Head.

### WASHINGTON

KINMAN BUSINESS UNIVERSITY, Spokane. June 15 to July 25. Morris S. Pierson, Director; Miss Marian Cryor, Department Head.

STATE COLLEGE OF WASHINGTON, Pullman. June 15 to August 7. Dr. J. Murray Lee, Director; Lewis R. Toll, Department Head.

UNIVERSITY OF WASHINGTON, Seattle. Two terms: June 24 to July 22; July 23 to August 21. Dr. Henry A. Burd, Director; Frank Hamack, Department Head.

### WEST VIRGINIA

BLUEFIELD STATE TEACHERS COLLEGE, Bluefield. June 8 to August 28. Dean G. W. Whiting, Director; Prof. T. Mahaffey, Department Head.

WEST VIRGINIA STATE COLLEGE, Institute. June 8 to August 7. Harrison H. Ferrell, Director; D. C. Brown, Department Head.

WEST VIRGINIA UNIVERSITY, Morgantown. June 8 to August 28. A. J. Dadisman, Director; Carmi J. Odell, Department Head.

WEST VIRGINIA WESLEYAN COLLEGE, Buckhannon. June 1 to August 22. Dean O. D. Lambert, Director; R. H. Carder, Department Head.

### WISCONSIN

STATE TEACHERS COLLEGE, Whitewater. June 15 to July 24. Paul A. Carlson, Director of Commercial Education.

UNIVERSITY OF WISCONSIN, Madison. June 29 to

August 7. S. H. Goodnight, Director of Summer Session.

### WYOMING

UNIVERSITY OF WYOMING, Laramie. Two terms: June 13 to July 17; July 18 to August 21. Dr. O. C. Schwiering, Director; E. Deane Hunton, Chairman, Division of Commerce.

### CANADA

UNIVERSITY OF BRITISH COLUMBIA, Vancouver. July 6 to August 7. Registration conducted by Department of Education, Victoria. C. B. Conway, Director; Graham Bruce, Department Head.

### Answers to Quiz Questions on Page 721

1. (a) Such an attached paper is called an allonge. A rider is an addition to a legislative bill. A codicil is a supplement to a will.

2. The comma before the word *and* should go inside the quotation marks; the period at the end of the sentence should go inside the quotation marks. Commas and periods always go inside quotes. There is no exception to this rule.

3. Collateral is property, usually stocks or bonds, given as security for a loan. If the borrower fails to pay his promissory note, the bank may sell the collateral and thus prevent a loss on its part.

4. Such a formal notice is a summons. A subpoena is a formal notice sent to a witness.

5. The statement is true.

6. No. Such bonds are not transferable; therefore, they would be no good as collateral.

7. The statement is false. A PBX operator is a switchboard operator. PBX means Private Branch Exchange—a switchboard and exchange in an office or hotel.

8. The words "For Deposit" should appear above the name of the indorser. Such an indorsement is called a restrictive indorsement. If the messenger lost the indorsed checks enroute to the bank, the finder of them could not cash them. On the other hand, if I had merely indorsed the checks with my name, the finder could legally cash those checks.

9. John would stand the better chance of collecting his salary. The Bankruptcy Act gives the order in which claims against the bankrupt estate shall be paid. Wages due to employees have priority over the claims of ordinary creditors such as the one described.

10. *Ibid.* is the Latin abbreviation for *ibidem*, meaning "in the same place." In this instance, then, reference 13 is to the same source as reference 12. *Ibid.* is used to avoid repetition.

Score 10 points for each correct answer. For nonbusiness persons, 50 is excellent. For eleventh-grade students of business, 60 is excellent; for the twelfth grade, 70 is excellent. Business educators *ought* to know them all. Did you?

# Standard Tests Available For Shorthand and Typing Interschool Contests

ARCHIBALD ALAN BOWLE

*Director of Contests, The Gregg Publishing Company*

FOR many years, the Gregg Publishing Company has prepared and distributed standard shorthand and typing tests for use in interschool contests. These tests are published in addition to and separately from the monthly tests in the *Gregg Writer* and the *Gregg News Letter* and are not a part of the awards system used regularly throughout the year in a very large number of schools.

One of the reasons for offering this service is to establish a uniform standard for tests throughout the country. The use of standard, uniform tests also greatly facilitates the work of contest committees. Although no great effort has ever been exerted to publicize these tests, during the past year 5,943 shorthand tests were supplied to contest managers and 15,512 of our typewriting tests were utilized in local, district, and state contests.

## *Description of the Shorthand Tests*

A complete set of Standard Gregg Shorthand Tests consists of seven literary-matter tests and seven business-letter tests, marked for dictating at 60, 70, 80, 90, 100, 110, and 120 "standard" words a minute. These tests are 5 minutes in length, and the material is selected from matter of ordinary difficulty.

The "standard word" of 1.4 syllables is used in counting all the shorthand test material.

As students take part in three kinds of contests—local, district, and state—three complete sets of tests have been provided, as follows:

*Set No. 1*, for local, county, or subdistrict contests, includes in one pamphlet literary-matter tests and business letter tests at seven different speeds.

*Set No. 2*, for district or sectional contests, contains matters arranged like that in *Set No. 1*, but the copy is entirely different.

*Set No. 3*, for state or final contests, consists of separate pamphlets for each dictation speed. It is necessary to state the speed required (60, 70, 80, 90, 100, 110 or 120 "standard" words a minute) when making application for these final tests.

The shorthand tests are sent in sealed envelopes and are not to be opened until the time of the contest, when all the members of the committee are present.

On request, the Gregg Publishing Company will supply, without charge, gold and silver medals for the winners of first and second places in all shorthand events in *state or final* contests.

There is no charge for the shorthand tests or for the service.

## *Description of the Typing Tests*

Three sets of standard typing tests have been prepared: (a) for local, county, or subdistrict contests; (b) for district or sectional contests; (c) for state or final contests.

The tests are similar in form and content to the former International Typing Contest material. Each contains about 7,000 strokes, approximately 1,400 words. They are printed on 70-pound white English finish paper, in 12-point Antique type, 4-point leaded, which has been found to be the most suitable in size and legibility for typing contest purposes.

Packages of typing tests should not be opened until contest time. They cannot, however, be sealed, because this would require first-class postage. The packages are marked "Contest Material—Not to Be Opened until Contest Time" and are addressed to the Contest Manager, in whose care they remain until it is time for the contest to begin.

A nominal charge of 2 cents a copy is made for the typing tests, as a copy has to be supplied to each contestant.

### How to Order the Tests

The tests are sent only to *authorized chairmen of contest committees* upon receipt from them of complete and definite information as to the official name of the contest; the place and the date on which the event is to be held; whether for local, district, or state event; and any other information that is likely to be needed by the

Gregg Publishing Company in selecting and mailing the tests.

Orders should be sent direct to the Director of Contests, A. A. Bowle, The Gregg Publishing Company, 270 Madison Avenue, New York, New York—not to the *Gregg Writer* nor to any branch office of the company.

Orders for tests should be sent about two weeks before the date of the contest.

## Adequate Training Necessary

IN A LAUDABLE ENDEAVOR to protect the blind public against misleading advertising of business training courses, the Boston Better Business Bureau recently published the following warning in its Bulletin. Because public school teachers are as much concerned about drop outs in high schools as are officials of private business schools, the B.E.W. reprints the article here for its readers.

"Whether it be in shorthand, typewriting, bookkeeping, secretarial, or other business or trade courses, adequate study, training, and practice are necessary for satisfactory service and success. Mastery of these subjects, and many others, for use in business requires not only a knowledge of theory or fundamentals but also the facility and skill which comes from persistent practice.

"To decide or determine the necessary curriculum or training, or the advisable length of time for any course of instruction, is not within the scope of Bureau work. However, in the public interest and for the protection of prospective students desiring to advance themselves, the Bureau suggests that careful consideration be given to unwarranted representations as to the adequacy of short-time courses of instruction. They should determine whether the course will provide the knowledge and training commonly required for the work for which they are aiming.

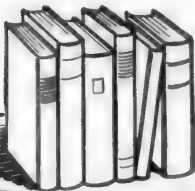
"Allegedly to meet the demands of the national defense emergency, various courses of instruction of unusually short periods have been offered. Certain business occu-

pational duties, particularly those involving skill only, or operations associated with trades, might be taught in relatively short periods; but no representations should be made, nor should any prospective student expect, that one without previous experience, specialized knowledge, or aptitude, may now become quickly proficient or expert in a trade or business occupation which heretofore has ordinarily taken a much longer time to learn. The national defense emergency has not lessened the necessity for adequate knowledge, training, skill, and experience. In fact, it has made them even more important.

"Time spent on a subject, particularly those principally involving skill, can be cut, depending upon the aptitude of the student and the limitations of the work to be required; whereas, some subjects may require, in addition to skill, the learning and practice of many years' accumulation of knowledge. Prospective students should not be misled into believing they can short-cut necessary training and knowledge. There is a difference between condensing the time for a course of instruction and eliminating essentials.

"In making this announcement, it is the purpose of the Bureau to arouse prospective students to sound judgment in reference to educational, business, or trade courses they may be considering, so that they may invest wisely and may not be confused or misled. Those aiming for a certain type of work should find out its requirements as to training, skill, experience, and knowledge."





YOUR

# Professional Reading

JESSIE GRAHAM, Ph.D.

Let this department guide your professional reading. The B.E.W. is constantly on the lookout for new books and magazine articles of interest to business educators.



## Youth and the Future

American Youth Commission, Owen D. Young, Chairman, American Council on Education, 744 Jackson Place, N. W., Washington, D. C., 1942, 290 pages, \$2.50.

Six years of intensive research into and analysis of all problems relating to the care and education of the nation's youth have resulted in this general report of the American Youth Commission. As this report deals with present and future conditions that affect the 22 million youth between the ages of sixteen and twenty-four, it is an important document.

With the exception of the introduction by Owen D. Young and the final chapter by Dorothy Canfield Fisher, the report is an expression of committee findings. The report is presented in essay form, and a useful study guide accompanies it.

There is, first, a picture of the plight of some of our youth during the recent depression and an account of physical, mental, and educational conditions revealed by selective service.

In the light of information about youth as they are, the Commission makes several recommendations.

First, the schools, as the largest public agency for the training of youth, must revise many of their programs and undertake new ones. Before this proposal can be carried out successfully, it will be necessary for the Federal Government to equalize educational opportunities among the states in such a manner as to "guard with all possible care against the intrusion of Federal controls over the instructional process in the schools."

A second recommendation that will meet with the approval of the school people of the country is that there "should be a unified public school

system providing instruction without special break through the fourteenth grade in every district."

Teachers of vocational subjects recall with satisfaction that education for work was included in a previous report of the Commission, *What the High Schools Ought to Teach*, as one of the four essential elements in the high-school program: reading, work, social studies, and personal problems. The additional educational opportunities now recommended by the Commission will include increased opportunities for education for work.

The Commission goes so far as to recommend that the Government assure all children of necessary food, clothing, shelter, and medical care while they are being educated. They propose rehabilitation camps to be set up at once to take care of youth rejected for military service. If the Commission's report is made action, every youth will receive a complete physical examination immediately after his eighteenth birthday, and soon after, he will receive, through governmental or community agencies, such medical, dental, and other health assistance as he needs to prepare him for adult life.

As every phase of young life was studied, the crimes committed by young persons were considered, with the result that the establishment of Youth Correction Authorities is proposed. The Commission is particularly concerned that youthful offenders be separated from older criminals during trial and punishment.

The Commission considered next the problem of providing work for returned soldiers immediately after the war without creating unemployment among the youth just out of school. To this end they suggest that a skeleton form of youth work program be kept intact during the period of war emergency. This proposal entails the creation of a public work youth agency within the Federal Security Agency.

The need for guidance and job placement is not overlooked. It is recommended that schools, employment agencies, and private business co-operate to provide the maximum amount of guidance, training, and job placement.

In the last chapter, Dorothy Canfield Fisher is concerned with the wise use of leisure. She decries the modern tendency to buy entertainment and to enjoy it passively.

The report covers all phases of the life of youth: employment and unemployment, education, occupational adjustment, use of leisure time, marriage and the home, health and fitness, delinquency, citizenship, and spiritual values.

The responsibility for carrying out the recommended program is placed on schools, local communities, state governments, and the Federal Government.

Finally, the thought is presented that if our democracy is to continue, it is the young especially who must have a true conception of democracy. "It is assumed that the American people will continue to exercise their native qualities of good will,

courage, and foresight, and that progress will thus continue toward the realization of the American dream of universal opportunity in a land of peace and freedom."

### **The Technique of Shorthand Reporting**

Charles L. Swem, The Gregg Publishing Company, New York, 1941, 165 pages, \$1.50.

The chatty, interesting style of this book irresistibly reminds the reader of that mellow classic, *The Autocrat of the Breakfast Table*. Perhaps the publishers should have called the present volume "The Champion of the Reporter's Table."

*The Technique of Shorthand Reporting* contains more than thirty chats with Mr. Swem on subjects ranging all the way from what to do when the witness talks too fast to the best way to report a presidential campaign. In addition to these thirty-odd informal chats with Mr. Swem, there are eleven pages of his favorite short cuts. One page of short cuts is entitled "Stormy Weather," and deals with short cuts for such things as *snow and ice, snow or ice*, and all the variations of this theme that come with "Stormy Weather." The page entitled "Unaccustomed as I Am" gives the short cuts that you will want to use on the after-dinner speaker, all the way from *I take pleasure in introducing*, to the special outline for *applause*.

If you think you would enjoy dropping in for a chat with Mr. Swem at the close of court some day, you'll certainly enjoy *The Technique of Shorthand Reporting*, because that's exactly what it is—a series of chats with one of the greatest shorthand writers of our day.—L. A. L.

### **The Sinews of American Commerce**

Roy A. Foulke, Dun and Bradstreet, Inc., New York, 1941, 418 pages.

This history of American credit over the years from "James Towne and Plimoth," with their limited and simple business, to the infinitely more complicated business enterprise of today, was written in commemoration of the centennial of the organization known today as Dun and Bradstreet, the Mercantile Agency.

The fascinating history of credit and the financial side of American life was gathered from ancient documents and manuscripts. Many incidents and circumstances are recounted that add interest and pleasure to a study of American business. The book is a storehouse of information that will help the teacher make the business side of history an enjoyable study.

For example, there is the reproduction of a "Bill of Adventure," acknowledging payment for a share interest in the London Company, the source of the loan by which Plymouth Colony was financed. Then, there is the account of the various kinds of commodities used by ingenious colonists as substitutes for money.

The story of the evolution of credit in the colonies contains many unusual incidents. Charging postage and ferry bills, running the risks of being put into debtor's prison, and bargaining in every transaction for the best price are recounted as everyday occurrences.

The growth of the credit report from its simple form of fifty years ago to its present more elaborate version is told in several interesting chapters.

As this is an anniversary, souvenir type of book, it is suggested that teachers consult it at public and university libraries.

### **Office Management**

George M. Darlington, The Ronald Press Company, New York, 1942 (revised edition), 267 pages, \$2.50.

Principles of office management, rather than the details of management, are made the subject matter of this book. It is addressed to the manager of an office of average size.

While the treatment is brief, the range of topics covered is complete, making this an adequate guide for the training of an office manager.

### **The Kirby Rhythmic Method of Instruction in Penmanship**

J. Albert, George A., and Richard M. Kirby. Published by J. A. Kirby, Cathedral Avenue, Washington, D. C.

Analysis indicating that longhand letters are made in groups of two, three, or four neuromotor impulses led to the development of the Kirby Rhythmic Method of teaching penmanship. Booklets for various grades present a series of drills, and a set of three phonograph records relieve the teacher of the burden of counting and permit him to give individual instruction. The Teacher's Manual is said to be the first book ever written on the subject at the college level.

### **Teacher Training and Research Studies in Business Education**

Bulletin No. 24, Edited by Ann Brewington, The National Association of Business Teacher-Training Institutions, 1941, 35 pages, 50 cents.

All six of the contributions in this bulletin are excellent, but space does not permit mention of them separately. Especially valuable, as always, is the annual listing of "Research Studies in Process." Here are other 200 masters' and doctors' theses listed, classified according to subject. Simply to read the titles is fascinating, as we see the general current of interest in the field. For those

interested in initiating research work, such a list is almost a necessity. As the eye runs down the list, many other topics are suggested—topics that we hope to find on next year's list.

## Tests

### BUSINESS INTEREST

*Primary Business Interests Test*, Alfred J. Cardall, Jr., Science Research Associates, Chicago, 1941, 2 pages. Hand or machine scored.

This test is designed to measure an individual's preferences for the specific job activities that characterize initial available business positions. In other words, the results of this test will indicate whether or not any pupil taking it will enjoy a beginner's job in business.

This test was developed after careful research and statistical treatment of data. Only seventy-five items are included. Norms and aids toward interpretation are reported.

### CLERICAL APTITUDES

Tests of clerical aptitude are used to supplement interests tests in helping a pupil decide his fitness for clerical work. They include, as a rule, sections on accuracy in spelling, simple arithmetic, memory for instructions, checking names and numbers, checking for certain qualities, vocabulary and word usage, arithmetic reasoning, and accuracy in copying.

*The Detroit Clerical Aptitude Examination*, Harry J. Baker and Paul H. Voelker, Public School Publishing Company, Bloomington, Illinois, 1938.

The purpose of this test is to select pupils for commercial courses in high school. From the results and the data furnished in the teacher's manual accompanying the test, it is possible to find the "clerical aptitude age" of any pupil. Validity correlations, while not high, are positive. They are higher for bookkeeping (.563) than for shorthand (.366) and typewriting (.317).

*The Detroit General Aptitudes Examination*. Harry J. Baker and Paul H. Voelker, Public School Publishing Company, Bloomington, Illinois.

This test results in ratings of intelligence, mechanical aptitude, and clerical aptitude. A pupil scoring "fair" in clerical aptitude may reveal through the same test that his intelligence is "good" and his mechanical aptitude "superior." Or there may be any combination of these three factors, information about which is useful in guidance.

### CLERICAL ABILITY

In contrast to aptitude tests, tests of clerical ability are given after training.

*National Clerical Ability Tests*, National Office Management Association and National Council for Business Education, Peabody House, 13 Kirkland Street, Cambridge Massachusetts, 1942. Sample tests of the 1940 and 1941 edition are available at \$1 and \$1.55 a set respectively.

There has been an encouraging growth in the use of these tests. In 1937, 1,261 pupils were tested. By 1941, the number of testees had increased to 3,301. To date, more than eleven thousand pupils have taken these tests. The Joint Committee on Tests of the sponsoring organizations has thus an increasing collection of data that facilitate construction of the yearly tests and interpretation of the results.

Each pupil takes certain general tests and one or more special tests in stenography, bookkeeping, typing, machine calculation, machine transcription, or filing. The amount charged for each pupil's participation is used in preparing and scoring the tests. It is necessary to secure the co-operation of one or more businessmen to give the tests in each test center. As a rule, the test center is the local high school.

The *general information* test measures the knowledge on current affairs possessed by any alert reader of newspapers or listener to radio programs.

The *fundamentals* test includes sections on spelling, use of the apostrophe, word usage, business information, and business arithmetic.

The test of *stenographic ability* includes 48 minutes of dictation and 120 minutes of transcription. The dictation is given in a natural manner and not measured by words per minute. Time intervals are indicated to guide the one who dictates, however.

The *machine transcription* test includes the transcription of the material on one cylinder.

The *typing ability* test contains sections on filling in form letters, manuscript, tabulation, meeting notices, etc.

The *bookkeeping* test covers original entries, closing and adjusting entries, statements, and abstracts.

Miniature letters are provided for the *filing* ability test. Alphabetic filing of names, cross-reference filing, triple check automatic filing, and general questions on filing procedure are covered.

Included, also, are tests on *machine calculation* and a *personality rating* sheet.

The taking of these tests is a valuable experience to the senior pupil. If he succeeds in getting the treasured certificate, he is doubly repaid for time and expense.

# Audio-Visual Aids

## FOR BUSINESS EDUCATION

LAWRENCE  
VAN HORN



★ Please communicate directly with the firms listed here when you order films. The Business Education World publishes this department as a service to readers but distributes no visual aids.

NEW YORK UNIVERSITY, Film Library, 71 Washington Square South, New York City, recently added the following films to its library.

*Valley Town.* 16 mm. sound motion picture, 27 minutes, rental \$4 a day, \$8 a week. Borrower pays transportation. This film shows what technological unemployment means to a worker, to his family, and to a steel town. It points out the need for a national retraining program to teach workers other skills.

*Machine: Master or Slave.* 16mm. sound motion picture, 14 minutes, rental \$3 a day, \$6 a week. Borrower pays transportation. This shorter film considers specifically the problems that management faces in its approach to the human and financial factors involved in technological progress.

Y.M.C.A. MOTION PICTURE BUREAU, National Council, 347 Madison Avenue, New York City, lists the following films in their latest catalogue.

*The United States Treasury.* 16mm. sound motion picture, 1 reel, rental \$1.50. Shows how money is made at the Bureau of Printing and Engraving, and other interesting facts regarding counterfeit money and how wornout money is destroyed.

*Inside the Federal Bureau of Investigation.* 16mm. sound motion picture, 1 reel, rental \$1.50. The operation of this Bureau.

LEVER BROTHERS COMPANY, 50 Memorial Drive, Cambridge, Massachusetts, distributes three films, free loan, pertaining to salesmanship. Only one is described here.

*It's Up To You.* 35mm. slide film, 23

minutes, free loan. Explains to salespeople how they may sell higher-priced merchandise to customers and increase their sales totals.

### Speech Recording

Here is one more recording, in addition to those published in the B.E.W. for February and March, that will interest business teachers. It is available from Bell & Howell Company, 1801 Larchmont Street, Chicago.

*Standard Unaffected American Speech.* No. 301, three double-faced 12-inch transcription records, 78 r.p.m., \$14 for the set, including one copy of a 30-page booklet, *Standard Unaffected American Speech.*

A series of recordings designed for those who wish to perfect their speech, weed out careless pronunciation and regional dialects and bring it nearer the standard of our American dictionaries.

### Visual Aids Bibliographies

THE NATIONAL ASSOCIATION OF MANUFACTURERS, 14 West 49th Street, New York City, in its latest issue of *Bibliography of Economic and Social Study Material*, lists valuable audio-visual material for business teachers. They distribute, free of charge, 16mm. and 35mm. silent and sound motion pictures, sound-strip films, lantern slides, silent-strip films, and posters.

MATHEMATICS FILMS, a listing reprinted from *The Mathematics Teacher*, is available from E. H. C. Hildebrandt State Teachers College, Upper Montclair, New Jersey. Sources, prices, and titles are listed under headings relating mathematics to art, architecture, teaching, nature, money, measurements, engineering and industry.

# *A Self-Test for Students*

ANNA BUNKER

Classes in Secretarial Problems at Oregon State College, Corvallis, conducted surveys in an effort to find out what employers like and dislike in their employees. The late Professor H. T. Vance, who was head of the Department of Secretarial Science, supervised the gathering of the information. Miss Bunker was a senior student at Corvallis when she prepared the following article.

**S**TUDENTS of Oregon State College interviewed 120 employers in various parts of Oregon, asking many pertinent questions about the requirements of employers. The following questionnaire has been compiled on the basis of the information received. Why not use it to let your students grade themselves as an employer might grade them?

Instruct each student to rule two vertical columns on a sheet of paper. The first column is to be headed "2 Points" and the second column "1 Point."

As you read aloud the qualities in the following lists, each student is to put a check mark in the first column if she considers that she is especially good in the quality named, or in the second column if she thinks she has the quality to a small extent. If she feels she does not possess the quality, she is to make no mark at all.

The following material is to be read aloud, slowly enough so that students can give a little thought to their answers.

## *Part I—What Employers Like*

### **A. HOW YOU IMPRESS YOUR ASSOCIATES:**

Ability to meet the public  
Good disposition  
Self-confidence  
Friendliness  
Quiet personality  
Poise  
Control of emotions  
Energy  
Graciousness  
Ability to smile

### **B. ACTUAL, USABLE TECHNICAL ABILITY:**

Accuracy  
Speed  
Neatness

### **C. HOW YOU LOOK TO OTHER PEOPLE:**

Good looks (but not necessarily natural beauty)  
Appropriate dress  
Personal daintiness

### **D. WHAT YOU HAVE GAINED FROM YOUR EDUCATION:**

Consistent use of good English  
Wide vocabulary  
Ability to spell  
Ability to do arithmetic  
Knowledge of business law  
Knowledge of any subject related to the kind of office in which you would like to work (banking, retail store, manufacturing, etc.)

### **E. LOYALTY TO YOUR EMPLOYER AND YOUR JOB:**

Ability to keep business affairs confidential  
Interest in business  
Willingness to work overtime

## *Instructions for Scoring Part I*

The score is now to be added. A perfect score is 50 points. A student whose score is 44 points or higher can be fairly sure that her future employer will like her very well as a secretary. A score between 25 and 44 indicates that the student may feel fairly well satisfied about pleasing her future employer. But a student whose points total less than 25 had better sit right down and think about building up the characteristics in which she fell short.

## *Part 2—What Employers Dislike*

The second part of the self-analysis questionnaire concerns qualities and habits that employers dislike. If the student feels that she is often guilty of a habit listed, she is to put a check in the "2 Point" column; if very seldom, in the "1 Point" column; if never, she is to make no mark. A score of 0 indicates perfection, because the habits listed here are undesirable.

### **A. PERSONAL APPEARANCE:**

Inappropriate clothes  
Showing off clothes  
Low-necked dresses



- Rolled stockings
- Extreme hair arrangements
- Straggly hair
- Too much lipstick
- Too much perfume
- B.O.
- Bright fingernail polish
- Gum chewing
- B. TIME-WASTING HABITS:
  - Visiting with outsiders
  - Visiting with other workers
  - Tardiness
  - Taking time out to smoke
  - Waiting for instructions
- C. DISTURBANCES DURING DICTATION:
  - Staring blankly at dictator
  - Smoking
  - Drumming with fingers
  - Forgetting to sharpen pencil or fill pen
  - Inability to read notes
  - Failure to offer a suggestion when dictator is at a loss for a word
  - Concentrating on something else
  - Interrupting
  - Reading something other than shorthand notes
  - Arguing about sentence construction
  - Attempting to help employer but interfering with thought
  - Inability to take correction without having feelings hurt
  - Making arbitrary changes in phraseology
  - Failure to understand dictation and attempting to interpolate
  - Fidgeting
  - Making some remark that causes dictator to lose the trend of his thought
  - Lack of attention
  - Making errors because of failure to ask questions
  - Asking unnecessary questions
- D. CARELESS WORK:
  - Inaccuracy in transcription
  - Misspelling
  - Repetition of mistakes
  - Cluttered desk
  - Messy erasures
  - Incorrect English
  - Inability to find things
  - Errors in addressing letters

### **Instructions for Scoring Part 2**

The points are now to be added for Part 2. If the score is between 0 and 8, the student may be fairly confident that she will not irritate her employer. If her total is between 8 and 40, she should definitely try to improve. If her score is more than 40 points, she must beware of the next person in line for the job!

By means of this questionnaire, students may judge for themselves how they will rate

from the employer's point of view. The desirable qualities listed are basically those that would make an employee efficient in any line of work, and the undesirable traits or habits would probably be disliked anywhere.

Some of the items listed will no doubt provoke profitable discussion of points that students had not realized were important.

## **Uniform Style Set for Government Letters**

**W**AR DEPARTMENT CORRESPONDENCE REGULATIONS, as outlined in a pamphlet recently released by the Government Printing Office, exercise rigid control of the details of interdepartmental communications.

There are specific rulings concerning margin widths, spacing, paragraph designations, page numbering, fastening of papers, and color of ink.

The complete regulations may be procured at a charge of 10 cents by writing the Government Printing Office, Washington, D. C., and requesting pamphlet \*AR 340-15.

## **Turse-Durost Shorthand Achievement Test**

A measure of shorthand achievement, including language, shorthand principles, and shorthand penmanship, which is easily administered and scored. Validity established by a controlled experiment. Percentile norms for end of first and second years based on data from 28 communities.

**Also by Paul L. Turse**  
**TURSE SHORTHAND**  
**APTITUDE TEST**

**World Book Company**  
Yonkers-on-Hudson, New York  
2126 Prairie Avenue, Chicago

# Shorthand Practice Material

THE GREGG WRITER

Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER

## Twenty-Three and a Half Hours' Leave

By MARY ROBERTS RINEHART

(Copyright, 1918, by Mary Roberts Rinehart)

THE Headquarters Troop were preparing to leave camp and move toward the East, where at an Atlantic port, they would take<sup>20</sup> ship and the third step toward saving democracy. Now the Headquarters Troop are a cavalry organization,<sup>40</sup> their particular function being, so far as the lay mind can grasp it, to form a circle round the general<sup>60</sup> and keep shells from falling on him. Not that this close affiliation gives them any right to friendly relations<sup>80</sup> with that aloof and powerful personage. . . .

The barracks hummed day and night. By day boxes were packed, containing<sup>100</sup> the military equipment of horses and men in wartime. By night tired noncoms pored over payrolls and<sup>120</sup> lists, and wrote between naps on the table, such thrilling literature as this: "Sergeant Gray: fr. D. to Awol.<sup>140</sup> 10 A.M., 6/1/18" "Sergeant Gray: fr. Awol. to arrest, pp.2. Memo<sup>160</sup> Hdq. Camp 6/1/18 to 6/2/18."

Which means, interpreted, that Sergeant Gray was absent without leave<sup>180</sup> from duty at 10 A.M. on the first of June, 1918, and that on his return he was placed under<sup>200</sup> arrest, said arrest lasting from the first to the second of June.

On the last night in camp, at a pine table<sup>220</sup> in a tiny office cut off from the lower squad room, Sergeant Gray made the above record against his own fair<sup>240</sup> name, and sitting back surveyed it grimly. It was 2 A.M. Across from him the second mess sergeant was dealing<sup>260</sup> in cans and pounds and swearing about a missing cleaver.

"Did you ever think," reflected Sergeant Gray, "that the time<sup>280</sup> would come when you'd be planning bran muffins for the Old Man's breakfast? What's a bran muffin, anyhow?"

"Horse feed."

"Ever<sup>300</sup> eat one?"

"No. Stop talking, won't you?"

"Never had breakfast with the Old Man, did you?" inquired Sergeant Gray.

There was no reply<sup>320</sup> to his question. The mess sergeant was completely emersed in beans.

"Think the Old Man likes me," went on Sergeant Gray<sup>340</sup> meditatively. "It's about a week now since he told me I was a disgrace to the uniform. How did I<sup>360</sup> know I was going to sneeze in his horse's ear just as he was climbing on?"

"Probably by asking you to breakfast,"<sup>380</sup> observed the second mess sergeant, beginning on a new sheet. "He's in the habit of having noncoms eat with<sup>400</sup> him."

The subtlety of this passed over Sergeant Gray's head. . . . But a seed had been dropped on the fertile soil of his mind.<sup>420</sup> He yawned and grinned.

"All right," he said "C'est la guerre, as the old boy says. I'll lay you \$2 to one I eat breakfast<sup>440</sup> with him within a month." His imagination grew with the thought. "Wait! I'll eat bran muffins with him at breakfast within<sup>460</sup> a month. How's that?"

"It's simple foolishness," observed the second mess sergeant. "I'll take you if you'll go to bed and<sup>480</sup> let me alone."

"All right dear old thing," said Sergeant Gray. And he rose, stretching his more than six feet to the uttermost.<sup>500</sup> Then he made his way through the rows of beds to the sergeants' corner, and removing his blouse, his breeches, his shoes, and<sup>520</sup> his puttees, was ready for sleep. His last waking thought was of his wager.

"A bran muffin with the Old Man!" he chuckled.<sup>540</sup> "A bran muffin!" . . .

AS he drank his coffee he reflected as to his wager of the night before. It appealed<sup>560</sup> to his sporting instinct but not to his reason. He had exactly as much chance to eat a bran muffin with the<sup>580</sup> general as he had to sign peace terms with the Kaiser.

He drank his tepid coffee and surveyed his fingernails<sup>600</sup> disconsolately. . . . The effect of the tepid coffee on his empty stomach was merely to confirm his morning<sup>620</sup> unhappiness. No one loved him and he had made a fool bet that by now was all over the troop.

At mess he<sup>640</sup> knew what he stood committed to. "Please pass the bran muffins," came loudly to his ears. And scraps of conversation like<sup>660</sup> this:

"But you see, old dear, I didn't know your horse was going to stick his head under my nose when I sneezed."

Or: "But,<sup>680</sup> my dear general, the weakness of the division lies in your staff. Now, if I were doing it—"

By one o'clock<sup>700</sup> in the afternoon the troop were ready to move. And Sergeant Gray went into the town. There he tried on a new<sup>720</sup> uniform—and the story of Sergeant Gray's new uniform is the story of the bran muffins.

It was really<sup>740</sup> a beautiful uniform. . . . It spread over his broad shoulders and hugged his slim waist. The breeches were full above and<sup>760</sup>

close below. For the first time he felt every inch a soldier.

He carried the old uniform back to camp and<sup>780</sup> gave it to the cook.

"Here, Watt!" he said. "You've been grumbling about clothes. Cut the chevrons off it, and it's yours."

"Well, look who's<sup>800</sup> here!" said Watt admiringly. "Thought you fellows had to wear issue stuff."

"Laws are for slaves, Watt."

"Keep it nice," observed the<sup>820</sup> cook gracelessly. "You'll need it for that breakfast with the general."

"Wait and see," said Sergeant Gray jauntily, but with<sup>840</sup> no hope in his heart. . . .

During the afternoon he wandered over to the depot brigade and left his dog there with<sup>860</sup> a lieutenant who had promised to look after him. The sense of depression and impending doom had overtaken<sup>880</sup> him again. He stopped at the post exchange and bought a dozen doughnuts, which he carried with him in a paper<sup>900</sup> bag.

"Might feed him one of these now and then," he suggested. "He's going to miss me like the devil. He's a nice mutt."<sup>920</sup> His voice was a trifle husky.

"Not fond of bran muffins, I suppose?"

The lieutenant's voice was impersonal. Sergeant<sup>940</sup> Gray eyed him suspiciously, but his eyes were on the dog.

"Don't know. Never tried them," he said, and walked off with great<sup>960</sup> dignity.

So that was it, eh? It was all over the division already. Well, he'd show them! . . .

In their preparations<sup>980</sup> for departure the waver slipped from the minds of the troop. At 2:30 in the morning they went ostensibly<sup>1000</sup> on a hike, in full marching order, which meant extremely full—for a cavalry troop dismounted must carry<sup>1020</sup> their own equipment and a part that normally belongs on the horse. Went on a hike not to return. . . .

It was<sup>1040</sup> dawn when the cars moved out. Sergeant Gray had secured a window seat, and kept it in spite of heroic efforts to<sup>1060</sup> oust him. All round was his equipment, packed tight, his saddlebags, his blanket roll, his rifle, and bandoleer, a dozen<sup>1080</sup> oranges in a paper sack, as many doughnuts. . . .

And as the train moved out the car took up that message of<sup>1100</sup> the artillery when a gun is fired. "On the way!" they yelled. "On the way! Bran muffin Number One on the way."

"Been<sup>1120</sup> pretty busy, haven't you?" he asked when at last the train had settled down to comparative quiet and the second<sup>1140</sup> mess sergeant was beside him.

"Not half as busy as you'll have to be if you're going to make good." . . .

The Headquarters<sup>1180</sup> Troop had a train of their own. Up behind the engine was the baggage car, turned into a kitchen with field ranges<sup>1200</sup> set up and the cooks already at work. Behind was the long line of tourist sleepers, each with its grinning but<sup>1220</sup> slightly apprehensive porter. And at the rear, where general officers of importance are always kept in<sup>1240</sup> war, was a Pullman containing the divisional staff.

When breakfast, served from the baggage car, was being carried<sup>1260</sup> down the aisles, the train

pulled into a tunnel and stopped. It was a very hot day, and in through the open windows<sup>1280</sup> rolled black and choking clouds of smoke. The troop coughed and cursed; but a moment later they burst into wild whoops of joy. The<sup>1300</sup> engine had pulled on a hundred yards or so, leaving the staff car in the tunnel.

The windows were full of jeering<sup>1320</sup> boys, eyes bent eagerly toward the rear. The end of the tunnel belched smoke like an iron furnace, and into it<sup>1340</sup> the joyous whoops of the troop penetrated like the maniacal yells of demons.

The general, who had just<sup>1360</sup> buttered a bran muffin, looked up and scowled. He took a bite of the muffin, but he was eating smoke.

"What the—" he sputtered.<sup>1380</sup> "Get this car moved on, somebody!" he shouted.

The staff sat still and pretended it was not present.

"Woof, woof!" said<sup>1400</sup> the general, in a furious cough. "Listen to those—woof, woof!—young devils! Move this train on, somebody! What have<sup>1420</sup> I got a staff for, anyhow?"

The train stood still and conversation languished. There are only two things to be done<sup>1440</sup> when a general is angry: One is to get behind the furniture and pretend one is not there; the other<sup>1460</sup> is to distract his mind. The general's ire growing and the car remaining in the tunnel, an aide whom the<sup>1480</sup> general called Tommy when no one was near, ventured to speak.

"Rather an amusing story going round, sir," he said.<sup>1500</sup>

"Woof! One of the sergeants in the Headquarters Troop has made a wager—woof!—woof, sir!—sir—that he—"

"I don't want to hear<sup>1520</sup> anything about the Headquarters Troop," snarled the general. "Woof! Bunch of second-story workers!"

The aide subsided.<sup>1540</sup> But somewhat later when the car had moved on and the general was smoking an excellent cigar, the<sup>1560</sup> general said: "What was the wager, Tommy?"

"I believe, sir, it is to the effect that within a month this fellow<sup>1580</sup> will breakfast with you, sir. To be exact, will eat a bran muffin with you."

The general exhaled a large mouthful<sup>1600</sup> of smoke.

"*C'est la guerre!*" he said. He had been studying French for two weeks. "*C'est la guerre*, Tommy. Queer things happen these days."<sup>1620</sup> But I think it unlikely. Very, very unlikely." (1610)

(To be continued)

• • •

GOEHRING strikes at Hitler—only this time it wasn't the Goering of the German Air Force—it was J. F. Goehring<sup>20</sup> of Flaxville, Montana. He announced recently that his town had raised \$65,975.00<sup>40</sup> in Defense Savings sales from May to December. A per capita for Flaxville of<sup>60</sup> \$244.35. (66)

## Graded Letters

For Use with Chapter Seven of the Manual

Dear Mr. Ainsworth:

I am sorry it will not be possible for me to attend the dinner to be tendered<sup>30</sup> to my old friend, Captain Brandon, tomorrow night, March

16, at Temple Hall. It was my intention to attend<sup>10</sup> so as to be able to cheer fervently with the audience when the chairman presented him with the beautiful<sup>100</sup> Medal of Merit but I must forego that treat because of a sudden change in my duties.

A few days ago<sup>80</sup> I was named manager of our western furniture store and ever since I have been exerting every<sup>100</sup> effort to clear up my work here. It is a larger task, though, than I had estimated.

It is a wonderful<sup>120</sup> opportunity for me and I cannot deny that I was astonished when I learned of the appointment. I<sup>140</sup> am grateful, naturally, and I hope to do everything possible to make myself a successful<sup>160</sup> manager although I must confess I feel a little nervous about it all.

My brother and I are leaving tonight<sup>180</sup> so please be sure to convey my regards to the Captain for me. I would have written him myself, but it was<sup>200</sup> not possible. Don't forget to tell him how much I wanted to be with him when he was awarded the medal.<sup>220</sup>

Cordially, (222)

Dear Mr. Landon:

It is unfortunate in one way that you cannot attend the dinner for Captain Brandon<sup>20</sup> but fortunate in another way. It certainly is a wonderful opportunity for you and I am<sup>40</sup> sure only an occurrence of this nature would have kept you away. I am sure, too, the Captain will agree with<sup>60</sup> me that the new manager will prove worthy of his selection.

As for the dinner, we are sure the attendance<sup>80</sup> will be more than was expected. Already reservations show that it will be necessary to procure a<sup>100</sup> larger ballroom.

The Captain will, naturally, miss you but I know his only hope will be that you are successful<sup>120</sup> in your new position as manager of your western store.

Yours very truly, (135)

## Graded Letters

### For Use with Chapter Eight of the Manual

Dear Mr. Clayton:

If you are ever in need of an architect, we should like to have you bear the A. C. Richards<sup>20</sup> Architectural Company in mind. For the time being, you may not need our services, but we predict<sup>40</sup> that ultimately you will, for we are of the opinion that every prudent person would like to have his<sup>60</sup> own home sooner or later.

Our firm has one of the best records in the West for consistently designing fine<sup>80</sup> homes. In fact, probably many of the largest and handsomest homes in your county—the very homes you have admired,<sup>100</sup> perhaps—have been designed by us. No reckless and careless planning goes into our homes. Our staff consists of very<sup>120</sup> competent men. No expense has been spared to obtain the services of the best men in their line of work in<sup>140</sup> the world. Our skill in creating the finest of homes is attested by the fact that we have consistently been<sup>160</sup> awarded prizes by architectural societies during the past fifteen years.

Whether you are planning<sup>180</sup> only to alter your

home or intending to erect a new one, we earnestly recommend that you contact<sup>200</sup> one of our specialists on the subject for expert advice. He will be glad to submit designs to meet your budget.<sup>220</sup> After you select the one you want, he will then be in a position to estimate the cost.

Incidentally,<sup>240</sup> just as a reminder, we are one of the few architectural firms that is able to erect a<sup>260</sup> home from drawing board to finished product. For a long time we have been equipped to take care of every last detail<sup>280</sup> of home building from the breaking of ground to the placing of the weather vane. When the job is finished you will<sup>300</sup> rest easy because of the fact that your house was built by the best architectural concern in existence.

Our<sup>320</sup> entire staff from the lowliest office boy to the president is ready to serve you.

Yours truly, (338)

## Graded Letters

### For Use with Chapter Nine of the Manual

Dear Mr. Charles:

The manager of The Ambassador is proud to extend to you a cordial invitation<sup>20</sup> to spend a few days with us the next time your travels bring you to our city.

We feel sure that your stay will prove<sup>40</sup> delightful, for you will find our hotel one of the most convenient and up to date in the world.

The Ambassador<sup>60</sup> is located in such a manner that every conceivable type of travel about the city is<sup>80</sup> easily accessible. For instance, the railroad station is adjacent to The Ambassador. As soon as you<sup>100</sup> step off the train you walk into one of our bright and spacious lobbies. An air lines terminal is located on<sup>120</sup> the opposite side of the boulevard. A bus from there will take you in less than half an hour to the Municipal<sup>140</sup> Airport where you can board a plane to any part of the United States. The subway system, which runs north and<sup>160</sup> south as well as across the River, is only a few feet away. In addition, crosstown bus service is<sup>180</sup> available at the front door. No doubt, by this time, you can see why The Ambassador is in a position to<sup>200</sup> offer you more in the matter of "travel-about-the-city" convenience than any other hotel in our<sup>220</sup> great metropolis.

You will like the pleasant atmosphere prevailing at The Ambassador. You will find our staff<sup>240</sup> loyal, polite, and sincere. Every one of our employees is eminently fitted, by months of rigid<sup>260</sup> training, to render splendid service.

I am sure after your stay you will agree, as many prominent men and<sup>280</sup> women have, that The Ambassador is undoubtedly one of the finest hotels in the world.

We know you will<sup>300</sup> be delighted with our elegant rooms. Many of them are as big as your own living room. There is nothing like<sup>320</sup> them anywhere else! Our moderate rates, too, will prove a pleasant surprise.

For further information write for our pamphlet<sup>340</sup> entitled "The Ambassador and What it Provides for You." It will be cheerfully sent to you.

Yours truly, (360)



## Biography of the Xylograph

From "Clement Comments"

PRINTING began when xylography was created. The xylograph permitted the transfer of ink to paper<sup>20</sup> and the making of duplicate impressions in any desired quantity. And it was created many<sup>90</sup> centuries before the invention of movable type.

To avoid possible future confusion, let us explain<sup>40</sup> that xylograph means nothing more nor less than woodcut. But the lowly word woodcut is hardly in keeping with the<sup>80</sup> importance and history of this embryo of all printing.

There is no doubt that the woodcut had its beginning<sup>100</sup> in the Orient. But the exact date of its beginning will probably never be known. Many interesting<sup>120</sup> examples of woodcut printing exist in the world's museums. Some of these date back to the eighth century,<sup>140</sup> A.D.

The Orientals cut their illustrations and type characters on one block of wood and printed them<sup>160</sup> on paper or fabric, using very thin ink. By the early fifteenth century woodcut printing was in use<sup>180</sup> in Europe. It is amusing to note that it was first employed in Europe to print such divergent items as<sup>200</sup> playing cards and pictures of the saints.

In the middle part of the fifteenth century, block-books began to appear.<sup>220</sup> They were printed from handcut wood blocks, on one side of the page only. Often such books had hand-colored initials<sup>240</sup> and were beautifully bound.

Block-books had not been in existence so long when Gutenberg invented movable<sup>260</sup> type. But the use of wood blocks for printing books continued for many decades. And even after type had completely<sup>280</sup> replaced the use of wood block text for books, woodcuts were used as illustrations along with the metal type. In<sup>300</sup> fact it was not until late in the nineteenth century that the photo-engraving pushed the woodcut completely<sup>320</sup> into the background.

If you will look back over the general dates we have given, you will see how important<sup>340</sup> the woodcut really was in the progress of civilization. For many centuries it was the basis<sup>360</sup> of the *only* method of printing. And, after the invention of movable type, there was a period of<sup>380</sup> over four hundred years in which the woodcut provided the only relief method of illustrating books and<sup>400</sup> other forms of printing.

After the photo-engraving appeared, the use of woodcuts declined rapidly. This was<sup>420</sup> partly due to the desire to use the newer method and partly to the way in which woodcuts were then produced.<sup>440</sup> The artist did not engrave the block himself, but turned his drawing over to a wood engraver, who transferred it<sup>460</sup> into a block and engraved it. In many cases, the beauty of the artist's drawing was lost. Photo-engraving<sup>480</sup> assured exact reproduction of the artist's drawing.

The use of "commercial" woodcuts for catalog and<sup>500</sup> other similar illustrations continued until a short time ago, and a few are still used. They print very<sup>520</sup> cleanly, even on the most inexpensive paper and can show considerable detail.

The day of the<sup>540</sup> woodcut as a method of reproduction is definitely over, however. It cannot be fitted into<sup>560</sup> modern precision printing. It is

rarely exactly level and its height may vary. It is difficult<sup>580</sup> to electotype and may be damaged by the heavy pressures of the electotyping press. The usual<sup>600</sup> method of reproducing a woodcut is to make a line photo-engraving from a print of the woodcut. Each<sup>620</sup> illustration is reduced in size from the original print.

But the day of the woodcut, the first basis of<sup>640</sup> printing, is by no means over. In fact it has taken a new lease on life and is being used more widely than<sup>660</sup> for many years. This is undoubtedly because it has been discarded as a method of reproduction and<sup>680</sup> is being used as a medium of artistic expression.

The modern woodcut, made by a master of the<sup>700</sup> art, has a vigor and individuality which cannot be imitated. It will attract attention<sup>720</sup> wherever it is used. And it offers welcome relief and contrast to the photographs and "smooth" illustrations<sup>740</sup> that fill our publications and advertising literature. (751)

## Be a Mental-Heavyweight Champ!

From "The SILVER LINING"

Published by Port Huron Sulphite and Paper Company, Port Huron, Michigan

GENE TUNNEY, who ought to know, says that mental blows hurt much more than physical blows do. A fighter may be knocked out<sup>50</sup> by an opponent and yet remain his friend. He still can love the chap who gives him a blackeye!

The blows that knock us<sup>60</sup> all for a loop are the smashes that we get in the mind!

To be a mental-heavyweight champ one must swap mental<sup>60</sup> punches without malice. He must take criticism on the chin with a grin. He must meet the challenge of each day<sup>80</sup> as a champion greets the sound of the starting bell. The mental blows of disappointment, lack of appreciation,<sup>100</sup> misunderstanding, fear, worry, bad breaks, and failure will be shot at him. If he has championship stuff in his<sup>120</sup> make-up this barrage of blows may knock him down, but they won't keep him there. He'll have "what it takes" to get up before the<sup>140</sup> count of ten, and continue the fight.

You and I can keep out of the way of the lightning fists of the Brown Bomber,<sup>160</sup> but we can't dodge mental blows. So let's train our hearts and minds to meet them with the gallant spirit of a champion! (180)

## Another Fifth Columnist

IF YOU WERE ASKED TO NAME one thing more than any other that interferes with the process of thinking what would be<sup>20</sup> your answer?

Assuming that one has the mental capacity to think his way through a problem you might conclude<sup>40</sup> that his success could easily be blocked by inability to concentrate, or by lack of determination<sup>60</sup> and drive spirit. You could cite procrastination, indecision, impatience, timidity, faulty memory.<sup>80</sup>

Many inhibitions could be named, any one, or any combination of which, could interfere with the<sup>100</sup> processes of inquiry that we call thinking. The inhibition that runs most of the interference



in this<sup>120</sup> particular game of life, however, is something that many of us least suspect—comfort, which the dictionary<sup>100</sup> defines as "a state of physical and mental ease." There is our greatest enemy when it comes to thinking.<sup>300</sup>

Before you protest this statement consider how often the average individual strives to place himself<sup>100</sup> in comfortable surroundings, or in a position of ease, before he settles down to serious thinking.<sup>300</sup> The business executive must have a desk chair to his particular liking. The swivels and the tilting springs<sup>200</sup> in them are supposed to have certain utility values, but essentially it is the comfort they afford<sup>100</sup> that appeals to most executives. If an executive goes into a conference meeting he automatically<sup>300</sup> makes a choice of the chairs available, if more than one is left when he arrives. Some executives<sup>200</sup> always time their arrival early enough to insure comfortable seats. The habit of putting one's feet on<sup>300</sup> a desk is merely an extension of the craving for ease. Room temperatures are regulated<sup>100</sup> more with the thought of comfort than of what constitutes a healthful condition, as evinced by the fact that most offices are<sup>200</sup> overheated, as are most homes.

Who hasn't had the experience of falling asleep over a book, or in<sup>300</sup> the process of studying some subject that is hard to "stay with"? Comfort, not weariness, is usually the<sup>300</sup> culprit.

Yes, comfort definitely interferes with the process of thinking—a "fifth columnist" that is active<sup>400</sup> in our everyday life, and that is not easily stamped out. The enforced self-denials that now we are all<sup>400</sup> going to have to accept may help some to lessen its harmful influences, but self-discipline would do more<sup>400</sup>—if we could only practice it to the extent of not making ourselves too comfortable when we set out to<sup>400</sup> think our way through a problem.

It is a great thing to have brains with which to think, but it is vastly more important<sup>400</sup> to be able and willing to command our brains confidently under all circumstances. More of us could do<sup>500</sup> it if we would only protect ourselves against the inhibiting influences of physical and mental<sup>300</sup> comfort.—*The Pick-Up* (521)

• • •  
A RECENT COMMUNIQUE from the besieged forces of General MacArthur says that the troops on Bataan have<sup>20</sup> each assigned one month's pay for Defense Bonds and Stamps. To those of us safe from the machine guns and dive bombers of the<sup>60</sup> Jap, this gesture by men who are bravely facing death should be an inspiration. They are offering their lives for<sup>60</sup> our country—surely, we at home can sacrifice a little for those who are sacrificing much! (77)

## Actual Business Letters

### Advertising Mail

Bigtown Monthly  
250 Broadway  
Philadelphia, Pennsylvania  
Gentlemen:

The enclosed<sup>20</sup> \$62.50 will pay in full for twenty-eight lines for the Frankfort Institute in your issue of<sup>60</sup> June, 1942, less our usual commission and discount for cash.

We enclose copy. You have<sup>60</sup> the necessary electrotype.

Kindly notice that it is very important that this copy be given<sup>60</sup> position in the front of your publication.

We are also very anxious that it be placed in the lower<sup>100</sup> right corner of a right-hand page. Previous experience on this advertising shows that this position will<sup>120</sup> increase returns and in that way assure continuance of this order or warrant an increase in the size of<sup>100</sup> the copy. The ad is keyed, and results help to determine future orders for your magazine.

On coupon copy,<sup>300</sup> it permits the reader to use the margin as a part of the coupon. Do not insert coupon so that to<sup>100</sup> use it will require digging into the center of the page.

Yours most respectfully, (195)

Quality Advertising Agency  
Merchant's Exchange  
St. Louis, Missouri  
Attention: Mr. Frederick<sup>20</sup> Lord

Gentlemen:

Your space order has just been received reserving a page in our May issue. Thank you.

We hope that<sup>40</sup> copy will be ready before the end of the week, for our first forms for May are already closed, and we shall be<sup>60</sup> going to press the middle of next week.

If there is not time to submit proof for okeh before insertion, will<sup>60</sup> it be satisfactory to you for us to run the advertising anyway, or do you prefer that we<sup>100</sup> schedule it for June instead?

Please write or wire us immediately on receipt of this letter if copy or<sup>200</sup> plate is not already in the mails.

Cordially yours, (129)

The Kelley Press  
56 Copley Square  
Boston, Massachusetts  
Gentlemen:

Just as we were about to ship the<sup>20</sup> May plate to you, our client gave us a change of copy that necessitated our preparing an entirely<sup>60</sup> new electro.

If the new plate does not reach you in time to catch your May forms, repeat the January advertisement.<sup>60</sup>

Very truly yours, (65)

## By Wits and Wags

FOR about an hour a man from Denver had been boasting to an Englishman about the magnificence of the<sup>20</sup> Rocky Mountains.

"You seem very proud of them," observed the Englishman.

"You bet I am," replied the man from Denver.<sup>40</sup> "And I ought to be, since my ancestors built them."

The other thought this over for a few moments, and then asked, "Did<sup>60</sup> you ever hear of the Dead Sea?"

"Yes, indeed," replied the man from Denver. "I know all about the Dead Sea."

"Well, did<sup>60</sup> you know that my great grandfather killed the thing?" (88)

A MAN was presented with an account which he knew had been paid.

"Haven't I paid this account?" he asked the boy who<sup>20</sup> brought it to him.

"I don't know, sir," was the reply.

"Does your master know?"

"No, sir."

"How do you know that?"

"I heard him say<sup>10</sup> so."

"And after that he had the impudence to send you to see if I knew, eh?"

"Well, you see, sir, it's like this: The<sup>60</sup> boss don't know, I don't know, and you don't know. As the boss says, if you pay it again we shall all know." (77)

• • •

Murphy, a new cavalry recruit, was given one of the worst horses in the troop.

"Remember," said the instructor,<sup>20</sup> "no one is allowed to dismount without orders."

The horse bucked, and Murphy went over his head.

"Murphy," yelled the<sup>40</sup> instructor, "did you have orders to dismount?"

"I did."

"From headquarters?"

"No, from hindquarters." (56)

• • •

PROSPECTIVE EMPLOYER: I give up! Isn't there anything you can do better than anyone else?

Job-seeker<sup>20</sup> (brightly): Oh, yes, sir. I can read my own writing. (29)

## Transcription Speed Practice

Dear Editor:

With this letter comes the first of a new series of releases designed expressly for House<sup>20</sup> Publications. It was prepared under the complete supervision of able associates of yours in the House<sup>60</sup> Publications field.

This first release includes: (1) A photo printing showing what your dollars for Bonds will buy in<sup>60</sup> terms of fighting equipment. (2) A news article outlining the broad purpose of the Defense Savings Program,<sup>80</sup> emphasizing a way in which everyone can help. (3) Reproduction proofs of three cartoons all by nationally<sup>100</sup> known cartoonists. We hope you will find this material practical and useable. In a few days you<sup>20</sup> will receive a booklet which will outline the entire Treasury Department's program explaining exactly what<sup>40</sup> we can furnish. With the new booklet will be a business reply card which we earnestly urge you to fill out. We<sup>100</sup> want to send you just what you want. Information from you will make this possible.

Yours very truly, (178)

Dear Sir:

We have been glad to use your first release. Keep them coming!

Cordially yours, (14)

Gentlemen:

The Treasury Department sincerely thanks you for the support you have given our advertising<sup>20</sup> releases on the Payroll Savings Plan. The quantity

and quality of returns from these advertisements and<sup>40</sup> the increasing percentage of companies enrolled under the Plan give strong evidence of this advertising's<sup>60</sup> effectiveness.

We are enclosing a proof of the latest release, "Industry Answers the Call." An electrotype<sup>80</sup> will be mailed to you promptly upon receipt of the enclosed reply card. We urge you to schedule this ad as<sup>100</sup> a patriotic contribution to our Victory Program and to return the reply card immediately<sup>120</sup> so that we can send the plate to you without delay.

Thank you for your continued support of our Program. We<sup>140</sup> look forward to knowing within a few days via the reply card that you plan to use this advertisement.

Very<sup>100</sup> truly yours, (163)

## A Tip for Business Fighters

April O. G. A. Membership Test

FOR YEARS Dempsey had been following the old rule of going to his own corner during a knock-down. Just before<sup>20</sup> his last fight with Tunney the rules were changed. It was explained to both fighters that in case of a knock-down the man standing<sup>40</sup> should go to a neutral corner.

There was just this one new rule to learn, but when the crisis came Dempsey forgot!<sup>60</sup> The seventh round gave him a golden opportunity—but he missed it! He did things in the old way, leaning against<sup>80</sup> a convenient spot on the ropes, and in so doing losing millions of dollars.

We can't lean against the ropes<sup>100</sup> of out-of-date methods and old-fashioned techniques either if we hope to win in a streamlined age—Adopted from "The Friendly Adventurer" (117)

## The Stag at the Pool

Junior O. G. A. Test for April

A STAG came to a pool to quench his thirst and as he was drinking he saw his form mirrored in the water. "What beauty<sup>20</sup> and strength," said he, "are in my horns; but how unseemly are these weak and slender feet!" While thus judging himself a<sup>40</sup> pack of hounds drew near. The feet he had regarded with ill favor quickly took him out of reach of the dogs, but his<sup>60</sup> horns caught in the thicket and held him until the hunters came up, proving his undoing. (76)

## Astonishing Figures

NOT less than 16,000,000 persons over ten, estimated Dr. Ruth Kotinsky—several times as many as the census of a decade ago classified as illiterate—cannot even yet "read or write enough to meet the requirements of an ordinary literate environment." Army experience is the basis for the calculation.—Springfield (Ohio) News-Sun.